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# BOSTON COLLEGE BULLETIN...

*\*Intown Division*



*Boston College Intown*

126 NEWBURY STREET  
BOSTON

## **Boston College Bulletin**

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No. 1, February (Entrance—College of Arts and Sciences); No. 2, February (Entrance—College of Business Administration); No. 3, April (Summer School); No. 4, April (Law School); No. 5, April (School of Social Work); No. 6, July (Intown Division); No. 7, August (Graduate School); No. 8, October (General Catalogue); No. 9, October (College of Business Administration).

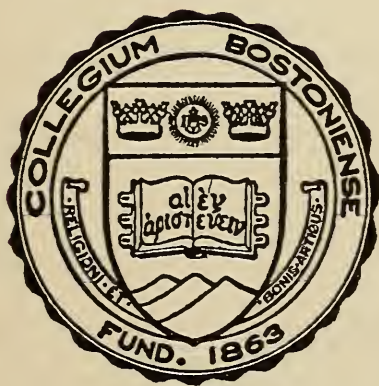
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# BOSTON COLLEGE BULLETIN

## INTOWN DIVISION



1939-1940

BOSTON COLLEGE INTOWN  
126 NEWBURY STREET  
BOSTON

## Calendar for 1939

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
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## Calendar for 1940

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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MAY							JUNE							JULY							AUGUST						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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**BOSTON COLLEGE INTOWN**

CALENDAR FOR 1939-1940

**1939**

- pt. 11-16 Monday-Saturday: Registration for evening session.
- pt. 18 Monday: Opening of school for evening session.
- pt. 18-23 Monday-Saturday: Registration for afternoon session.
- pt. 23 Saturday: Opening of school for single-hour classes only.
- pt. 25 Monday: Opening of school for afternoon session.
- ct. 12 Thursday: Columbus Day. No classes.
- ov. 11 Saturday: Armistice Day. No classes.
- ov. 25 Friday: Tuition for the Second Quarter is to be paid on or before this date.
- ov. 29 Wednesday: Thanksgiving holidays begin at close of classes.
- ec. 4 Monday: Classes resumed.
- ec. 8 Friday: Feast of the Immaculate Conception. No classes.
- ec. 15 Friday: Christmas recess begins for evening session at close of classes.
- ec. 16 Saturday: Christmas recess begins for all other classes at close of classes.

**1940**

- n. 2 Tuesday: Classes resumed.
- n. 15-26 Monday-Friday: Midyear examinations for evening session.
- n. 20 Saturday: Midyear examinations for single-hour classes.
- n. 22-27 Monday-Saturday: Midyear examinations for all other classes.
- n. 27 Saturday: Second semester begins for single-hour classes.
- n. 29 Monday: Second semester begins for all other classes.
- eb. 3 Saturday: Tuition for the Third Quarter is to be paid on or before this date.
- eb. 22 Thursday: Washington's Birthday. No classes.
- ar. 20 Wednesday: Spring recess begins at close of classes.
- ar. 28 Thursday: Classes resumed.
- ar. 30 Saturday: Tuition for the Fourth Quarter is to be paid on or before this date.
- pr. 19 Friday: Patriot's Day. No classes.
- ay 13-24 Monday-Friday: Final examinations for evening session.
- ay 18 Saturday: Final examinations for single-hour classes only.
- ay 20-25 Monday-Saturday: Final examinations for all other classes.
- une 12 Wednesday: Commencement.

**Officers and Faculty**  
**1939-1940**

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*President*

REV. GEORGE A. MORGAN, S.J., M.A., S.T.L., Ph.D.  
*Dean*

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7. JOSEPH P. FOX, S.J.	<i>Education</i>
7. STANISLAUS A. GERRY, S.J.	<i>Biology</i>
7. FERDINAND W. HABERSTROH, S.J.	<i>History of Philosophy II</i>
7. EDWARD B. HANIFY, A.B., LL.B.	<i>Introduction to Law</i>
7. MARTIN P. HARNEY, S.J.	<i>History</i>
7. MARY A. HAVERTY, M.Ed.	<i>Language &amp; Reading in the Grades</i>
7. STEPHEN A. KOEN, S.J.	<i>God the Redeemer, Natural Theology</i>
7. ERICH N. LABOUVIE, M.A., Ph.D.	<i>German</i>
7. WILLIAM J. LEONARD, S.J.	<i>Art of Poetry, Latin Comp.</i>
7. JOHN J. LONG, S.J.	<i>Tacitus</i>
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7. JOHN F. NORTON, M.A.	<i>English Comp., Art of Poetry</i>
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7. THOMAS I. RYAN, M.S.	<i>Hygiene</i>
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7. JOSEPH R. WALSH, S.J.	<i>General &amp; Special Ethics</i>
7. THOMAS J. WALSH, S.J.	<i>Principles of Government</i>
7. LOUIS R. WELCH, M.S.	<i>Methods of Teaching Science</i>

## ACT OF INCORPORATION

COMMONWEALTH OF MASSACHUSETTS

In The Year One Thousand Eight Hundred and Sixty-Three

AN ACT to incorporate the Trustees of Boston College

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

SECTION 1. John McElroy, Edward H. Welch, John Bapst, James Clark, and Charles H. Stonestreet, their associates and successors, are hereby constituted a body corporate by the name of the Trustees of the *Boston College in Boston*, and they and their successors and such as shall be duly elected members of such corporation shall be and remain a body corporate by that name forever; and for the orderly conducting of the business of said corporation, the said Trustees shall have power and authority, from time to time, as occasion may require, to elect a President, Vice-President, Secretary, Treasurer, and such other officers of said corporation as may be found necessary, and to declare the duties and tenures of their respective offices, and also to remove any trustee from the same corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, or shall neglect or refuse to perform the same, and also from time to time elect new members of the said corporation; provided, nevertheless, that the number of members shall never be greater than ten.

SECTION 2. The said corporation shall have full power and authority to determine at what times and places their meetings shall be holden and the manner of notifying the trustees to convene at such meetings, and also from time to time elect a President of said College, and such professors, tutors, instructors and other officers of the said college as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, responsibilities and tenures of their several offices; and the said corporation are further empowered to purchase or erect and keep in repair, suitable houses and other buildings as they shall judge necessary for the said college; and also to make and ordain, as occasion may require, reasonable rules, orders and by-laws not repugnant to the constitution and laws of this Commonwealth, with reasonable penalties for the good government of the said college, and for the regulation of the own body; to determine and regulate the course of instruction in said college, and confer such degrees as are usually conferred by said colleges in the Commonwealth except medical degrees; provided, nevertheless, that no corporate business shall be transacted at any meeting unless one-half at least of all the trustees are present.

SECTION 3. Said corporation may have a common seal, which they may alter or renew at their pleasure, and all deeds sealed with the seal of said corporation, and signed by their order, shall, when made in their corporate name, be considered in law as the deeds of said corporation; and said corporation may sue and be sued in all action, real, personal or mixed, and may prosecute the same to final judgment and execution by the name of the Trustees of the Boston College; and said corporation shall be capable of taking and holding in fee simple or any less estate by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate, real or personal, provided that the clear annual income of the same shall not exceed three thousand dollars.



SECTION 4. The clear rents and profits of all estates real and personal, of which said corporation shall be seized and possessed, shall be appropriated to the endowments of said college in such a manner as shall most effectually promote virtue, piety and learning in such of the languages and of the liberal and useful arts and sciences as shall be recommended from time to time by the said corporation, conforming to the will of any donor in the application of any estate which may be given, devised, or bequeathed for any particular object connected with the college.

SECTION 5. No student in said college shall be refused admission to or denied any of the privileges, honors, or degrees of said college on account of the religious opinion he may entertain.

SECTION 6. The Legislature of this Commonwealth may grant any further powers or alter, limit, annul, or restrain any of the powers vested by this act in the said corporation, as shall be found necessary to promote the best interests of said college and more especially may appoint overseers or visitors of the same college, with all necessary powers for the better aid, preservation and government thereof.

SECTION 7. The granting of this Charter shall never be considered as any pledge on the part of the Commonwealth that pecuniary aid shall hereafter be granted to said College.

HOUSE OF REPRESENTATIVES, MARCH 31, 1863.  
Ordered to be enacted, Alex H. Bullock, Speaker.

IN SENATE, MARCH 31, 1863.  
Ordered to be enacted, I. E. Field, President.  
April 1st, 1863.

Approved JOHN A. ANDREWS, *Governor*.

An amendment to the Charter, passed on April 1, 1908, at the time when the transfer of the College to its new location in Newton was being planned, changed the name of the Corporation, granted the power to confer Medical Degrees, and removed the limitation as to endowment contained in the original document.

# AN ACT

## TO AMEND THE CHARTER OF THE TRUSTEES OF THE BOSTON COLLEGE IN BOSTON

*Be it enacted by the Senate and House of Representative in General Court assembled, and by the authority of the same as follows:*

SECTION 1. The corporate name of the Trustees of the Boston College in Boston, incorporated by the chapter one hundred and twenty-three of the acts of the year eighteen hundred and sixty-three, is hereby changed to the Trustees of Boston College.

SECTION 2. Said corporation may grant medical degrees to students properly admitted and recommended by its faculty; provided, however, that the course of instruction furnished by the corporation for candidates for such degrees shall occupy not less than three years.

SECTION 3. Section three of said chapter one hundred and twenty-three is hereby amended by striking out the words, "provided that the clear annual income of the same shall not exceed thirty thousand dollars," in the last two lines of said section.

SECTION 4. This act shall take effect upon its passage.

Approved April 1st, 1908

EBEN S. DRAPER, *Acting Governor*.



## PLAN OF STUDIES

The course of studies leading to the various degrees is based upon the Jesuit "*Ratio Studiorum*." This is a document famous in the history of education and known as the "Jesuit Plan of Studies." It is a code of laws, precepts, and instructions designed for the guidance of all Jesuits serving either in the capacity of officials directing a college or as professors and instructors in the classroom. As it first appeared the "*Ratio*" represented the combined efforts of many years of patient toil on the part of a select committee of Jesuit scholars to provide a uniform system of education for Jesuit schools throughout the world. This committee was appointed in the year 1584 by Father Claudius Aquaviva, General of the Society of Jesus. After their plan had been submitted to all provinces of the Order for examination, criticism, and practical testing, it was promulgated and published at Naples in the year 1599. In 1830 under the guidance of Father John Roothan, then General of the Order, the old "*Ratio*" was submitted to Jesuit representatives from all provinces for the purpose of revision. After two years of careful study and revision a new "*Ratio*" was improved and published in 1832. The revised edition in no way changed the essential prescriptions of the old. The fundamental principles remained intact. The changes incorporated in the new edition involved merely an adaptation of the old methods to meet the exigencies of modern times. A detailed account of the history of the "*Ratio Studiorum*" may be read in Scwickerath's "*Jesuit Education*."

## OBJECT OF THE RATIO

The instructions set forth in the "*Ratio Studiorum*" may be described as the means by which the *object* of Jesuit education may be most perfectly attained. This *object* is the gradual and harmonious development of all the higher faculties of the student, namely, the memory, the imagination, the intellect, and the will. That this should be the ultimate purpose of all rational systems of liberal education is not a question open for debate. It is implicit in the very meaning of the word *education* as is aptly declared in the following quotation: "To educate signifies to exercise the mental faculties of man by instruction, training and discipline in such a way as to develop a man physically, mentally, morally and spiritually. The mind is *educated* when its powers are *developed* and disciplined, so that it can form its appropriate work. In speaking of one as *educated*, we imply not merely that he has acquired knowledge, but that his mental powers have been developed and disciplined to effective action. Education is consequently, the systematic *development* and cultivation of the mind and faculties." (Scwickerath, "*Jesuit Education*", pp. 297, 298.) This purpose is further explained in the following quotation from the same book: "Unfortunately education, which ought to signify a *drawing out*, has come to be regarded as the proper word to denote a *putting in*. Properly it supposes there is something in the mind capable of development, faculties that can be trained, implicit knowledge that can be made explicit, dormant powers that can be awakened. The main end of education should be to unfold these faculties. It means not so much the actual imparting of knowledge, as the development of the power to gain knowledge, to apply the intellect, to cultivate tastes, utilize the memory, make use of observations and facts." (Scwickerath, 1. c., p. 298.) This emphasis on the general development and *formation* of all the faculties of the student rather than on specialization or *information* has always been the ideal of Jesuit education. That this system of education is met with remarkable success during the past four hundred years not only the friars

the Society of Jesus but also its severest critics have given ample testimony. In its measure this success has been due to the unity of plan worked out in the "ratio". In his great book, "*History of Higher Education*", Fredrick Paulsen, referring to the Jesuit educational system, writes as follows: "Lasting results can not be achieved by an idea unless it is embodied in some external system. The system of the Society of Jesus, from the fundamental principles to the minutest detail of discipline, is admirably fitted and adapted to its end." (cf. Scwickerath, 1. c., p. 18).

## GENERAL INFORMATION

### BOSTON COLLEGE INTOWN

Boston College Intown is conducted by the Jesuit Fathers of Boston College. The purpose of the College is two-fold. Its primary object is to provide a complete cultural course of studies for men and women desiring to acquire either a Bachelor of Arts or a Bachelor of Science degree under Jesuit auspices. Its secondary purpose is to offer college training to students who are not candidates for degrees but who desire to further their cultural knowledge by following college grade courses. All candidates for admission to the College must have graduated with satisfactory grades from an approved secondary school.

### LOCATION

The College is located at 126 Newbury Street near Copley Square in the city of Boston. The office of the Dean and all classrooms are situated on the sixth floor of this address. The College is equipped with a Library and students' Reading Room on the fifth floor of the building. In close proximity to the Copley Square subway station and the Back Bay and Trinity Place railroad terminals, the College is easily accessible to students who desire to follow the courses.

### FACULTY

The Faculty is composed of the regular Jesuit teaching staff of Boston College and their associate professors. The College is conducted by the Trustees and Administrators of Boston College in virtue of a charter granted to them by the Commonwealth of Massachusetts on March 31, 1863. The degrees conferred upon the students of Boston College Intown constitute an exercise of the powers granted to the Trustees of Boston College by the Massachusetts State Legislature.

### TIME OF CLASSES

Classes are held each afternoon, except Saturday, from 4:15 to 6:00 P. M., and in the evening from 6:30 to 9:20 P. M. Lectures are also given each Saturday morning from 9:30 A. M. to 12:20 P. M.

### SUMMER SESSION

In addition to the classes held during the regular scholastic year, courses are conducted during a Summer Session at Boston College, Chestnut Hill, Mass. The Summer school extends for a period of five weeks during the months of July and August.

DEGREES OFFERED

Students of Boston College Intown may aspire for either the degree of *Bachelor of Arts* or the degree of *Bachelor of Science*. With reference to this latter degree students may study either for a Bachelor of Science degree in *Education*, or in *History* or in *Social Science*.

REQUIREMENTS FOR DEGREES

In order to be admitted as a candidate for a degree, there must be presented to the Dean of the college official documentary evidence that the student applicant has successfully completed four (4) years of study in an approved Secondary School and has been graduated therefrom with honorable dismissal by the school authorities. This testimony must reach the Dean of the college by way of direct transit from the office of the Principal or Registrar of the Secondary School from which the applicant has graduated. Personal presentation of his high school units by the applicant will not be accepted as a fulfillment of this condition. In the event that the applicant has attended more than one high school, a transcript of his record in each of the high schools attended must be submitted to the Dean of the college in the manner above described. The record of the candidate must show that he has acquired a minimum of fifteen (15) high school units in acceptable subjects.

UNITS REQUIRED FOR THE A.B. DEGREE

The following high school units are *required* as a condition of admission for students leading to the degree of Bachelor of Arts:

English .....	4
Latin .....	3
Mathematics .....	2
Modern Language .....	2
History .....	1

Additional units necessary to complete the required minimum total of fifteen (15) may be offered in subjects which are listed below under acceptable units.

UNITS REQUIRED FOR THE B.S. DEGREE

The following high school units are *required* as a condition of admission for students leading to the Bachelor of Science degree:

English .....	4
Mathematics .....	2
Modern Language .....	2
History .....	1

Additional units necessary to complete the required minimum total of fifteen (15) may be offered in subjects which are listed below.

ACCEPTABLE HIGH SCHOOL UNITS

A High school *unit* represents the satisfactory completion of a definite subject, e. g., English, which has been studied at least *four hours* a week for a full year comprising at least *thirty-six weeks*. A subject to which less time than this has been devoted will be computed in proportionate *fractions* of a unit. Thus a course in History which has been studied only two hours a week for a full year, will be evaluated



constituting one-half ( $\frac{1}{2}$ ) a unit in History. However, no credit will be given for a course which yields less than one-half a unit. The following is a list of acceptable high school units. The numerals indicate the maximum number of units acceptable in the specified subject.

English I (Grammar and Composition) .....	2	Intermediate Italian .....	1
English II (Literature) .....	2	Elementary Spanish .....	2
Ancient History .....	1	Intermediate Spanish .....	1
American History .....	1	Elementary Algebra .....	1
English History .....	1	Intermediate Algebra .....	1
American History and Civil Government .....	1	Plane Geometry .....	1
European History .....	1	Solid Geometry .....	$\frac{1}{2}$
Civil Government .....	$\frac{1}{2}$	Plane Trigonometry .....	$\frac{1}{2}$
Latin (Elementary) .....	1	Chemistry .....	1
Latin (Caesar) .....	1	Physics .....	1
Latin (Cicero) .....	1	Biology .....	1
Latin (Vergil) .....	1	Botany .....	1
Greek (Elementary) .....	1	Zoology .....	1
Greek (Xenophon's Anabasis) .....	1	Economics .....	1
Greek (Homer's Iliad) .....	1	Astronomy .....	1
Elementary French .....	2	Geography .....	1
Intermediate French .....	1	Elementary Science .....	1
Elementary German .....	2	Social Studies .....	1
Intermediate German .....	1	Law .....	1
Elementary Italian .....	2	Mechanical Drawing .....	$\frac{1}{2}$
		Free-hand Drawing .....	$\frac{1}{2}$

## TEACHER'S CERTIFICATE

The College also offers a three-year program of Normal School courses leading to Teacher's Certificate. The program requires sixty-four (64) semester hours credit in educational subjects including the history of education, psychology of education, principles of education, general and special methods of teaching, and general and elementary school administration.

## PRE-LEGAL COURSE

A special pre-legal course is open to students who require preliminary collegiate training in order to qualify as candidates for admission to Law School. Three years of study are required in order to complete this course. The lectures will be given in the evening and will embrace courses in Accounting, Economics, English, Government, History, Modern Language, Philosophy, Sociology, and Introductory Law. The curriculum represents a full two-year college course. The usual requirements of graduation from high school with at least fifteen (15) units and satisfactory grades are prerequisite for admission to this course. The detailed curriculum may be found on a subsequent page.

## AUDITORS

Students who are not candidates for a degree may enroll for courses without offering high school credentials. Evidence of good moral character, however, must be presented by all students alike. It is understood that these special students are not to take the official examinations required of all other students. For their tuition special students or auditors will be charged one-half the fee required of the regular students. *Auditors will be required to pay full amount of their tuition on day of registration.*

## TRANSFER STUDENTS

Students who have had previous collegiate training in other accredited colleges may receive credit for their scholastic work provided it is of an acceptable nature and standard. An official transcript of such work must be forwarded to the office of the Dean of Boston College Intown. *A minimum of sixty semester hours credit must, however, be earned at Boston College Intown.*

## SPECIFIC DIRECTIONS

### REGISTRATION

Students should register for courses during the days assigned for that purpose. The following days have been assigned for registration this year:

Sept. 11-16: For evening classes.

Sept. 18-23: For afternoon classes.

*Students who register after the time assigned will be fined two dollars for the late registration.* The office of the Dean at 126 Newbury Street will be open on weekdays from 9:00 A. M. to 5:30 P. M., except on Saturdays. The hours on Saturdays are 9:00 A. M. to 12:30 P. M. During the week of September 11 to 15 the office will be open until 6:30 P. M.

### PAYMENT OF TUITION

Students should be prepared to make the following payments on the day of registration: the registration fee, the library fee, and one-quarter of the total tuition for the year. For the balance of the tuition reminders will be mailed to the students prior to the close of each quarter-term. Checks offered for payment on tuition will be accepted only when made out to cover the *exact* amount of indebtedness. *No student will be admitted to either the mid-term or final examinations before satisfying his tuition obligations.*

### ADMISSION TO CLASS

In order to gain admission to any class an admission-card must be obtained from the office of the Dean. These cards must be presented by the students to the professor conducting the class. For admission to the mid-year and final examinations similar admission-cards must be obtained from the office of the Dean and presented by the student to the professor conducting the examination.

### ABSENCE FROM CLASS

A student who absents himself from more than ten per cent of the lectures of a course for the *current* semester will automatically forfeit the credits offered for the course in question. *Absence from both periods of a two-hour lecture constitutes a double-absence.*

### WITHDRAWAL FROM COURSES

Any student who withdraws from a course after registering for it must submit formal notice of his withdrawal to the Dean immediately. *In defect of such notice refund on tuition will not be considered by the office.*



## EXAMINATIONS

Supervised written examinations must be taken at the end of each semester. Students who fail to present themselves for these examinations at the time officially appointed will be given an opportunity to take the examination within the year. A tax of five dollars will be imposed for each make-up examination. Students who again fail to appear for the make-up examinations at the day and time assigned by the Dean will forfeit the credits offered for the courses.

## REPORTS

Results of the mid-year and final examinations will be sent to the students through the mails as soon as they have been compiled and recorded in the files of the Dean's office. Grades will not be announced to the students either privately or publicly by professors without the permission of the Dean which will be granted only in cases of sufficient reason.

## CORRECTIONS

In the event that a student does not receive full credit for his work on the report card, the error should be made known to the Dean for correction immediately. In no manner, if a student's report should reveal excessive credit for his work, the error should be called to the Dean's attention. In this latter case the student should assume that he has earned the credits. Transcripts will be based on the credits recorded in the official files and not on student reports.

## BULLETIN BOARD

Important announcements from time to time will be posted on the bulletin board. Each student should assume responsibility of reading these announcements.

## LIBRARY

Books borrowed from the college library should be returned to the librarian on the day when they fall due. The nominal penalty imposed for overwithdrawal of books should be paid to the librarian when the books are returned.

## SCHOLARSHIP

Students whose scholastic work falls below a C (70) average will be requested to withdraw from the college. In order to stand as a candidate for any degree a student must maintain a C (70) average for his entire course.

## ENROLLED STUDENTS

Students who are enrolled as regular students of Boston College Intown will not be allowed to follow courses in other colleges at the same time. Auditors of special courses are not included in this prescription.

## FEES

Registration Fee	{ first year .....	\$ 5.00
	{ each succeeding year .....	1.00
Late registration .....		2.00
Fee for each course per semester hour credit .....		10.00
(Fee for auditors: per semester hour) .....		5.00
Library Fee .....		2.00
Laboratory Fee by arrangement.		
Make-up Examinations: per examination .....		3.00
Graduation Fee .....		10.00
Tuition for full-time students (18 credits) .....		160.00
Tuition for full pre-legal course .....		160.00

DIRECTIONS FOR FOLLOWING COMPOSITE CHART  
OF REQUIREMENTS ON OPPOSITE PAGE

**FOR CANDIDATES FOR THE DEGREE OF BACHELOR**

On the opposite page may be found a composite chart of requirements for students aspiring to the Bachelor's degree at Boston College Intown. The purpose of the curriculum therein presented is to provide for the student an *integrated* and *progressive* course of studies in conformity with the Jesuit "*Ratio Studiorum*". The requirements for degrees have been adjusted to harmonize as closely as possible with those prevailing in the central College of Liberal Arts and Sciences at Chestnut Hill. The following points are called to the attention of students for a correct understanding of the chart.

1) The curriculum representing a total of one hundred and twenty (120) semester hours credit, has been divided into four (4) stadia or brackets each of which represents a total of thirty (30) semester hours credit.

2) Candidates for degrees will be required to complete the courses assigned to the first bracket (I) before passing on to the courses assigned to the second bracket (II), and so on with respect to the other brackets (III and IV).

3) In the case of students who transfer with advanced standing from other accredited colleges, it will be required that they complete whatever courses they lack in the first bracket (I) before taking courses in the second bracket (II), and so on with respect to the other brackets (III and IV).

4) During the regular scholastic year students will be allowed to carry a program of studies not exceeding eighteen (18) semester hours credit. During a single semester no student will be allowed to carry a program exceeding ten (10) semester hours credit.

5) During the Summer Session candidates for degrees will be allowed to carry a program of studies not exceeding six (6) semester hours credit.

6) A maximum of eight (8) years will be allowed for the completion of the required one hundred and twenty (120) semester hours. A minimum of six (6) years will be required for the same purpose.

7) The new curriculum will affect all *new* students and students who have thus far acquired thirty (30) semester hours credit, or less.

8) The new curriculum *will not* affect those students who have acquired more than thirty (30) semester hours credit towards their degree prior to the Summer Session of 1938.

9) Four degrees will be offered under the new curriculum, namely, Bachelor of Arts, Bachelor of Science in Education, Bachelor of Science in History, and Bachelor of Science in Social Science.

## COMPOSITE CHART OF REQUIREMENTS FOR DEGREES

Bachelor of Arts		Subjects	Bachelor of Science	
(I)	4	Philosophy: Dialectics	4	(A) in Education
	4	Philosophy: Epistemology	4	(B) in History
	2	Latin: Composition	0	(C) in Social Science
	2	Cicero: Pro Archia & Pro Marcello	0	
	2	Horace: Odes	0	
	0	Educational Orientation	2	(A)
	0	Educational Psychology	2	
	0	English: Composition	4	
	4	English: Art of Poetry	4	
	4	History: Early Christian	4	
	0	History: English	4	(B & C)
	6	Greek or Mathematics	4	
30 credits	2	Religion: Divinity of Christ	2	30 credits

Bachelor of Arts		Subjects	Bachelor of Science	
(II)	2	Philosophy: Cosmology	2	
	2	Philosophy: Fundamental Psychol.	2	
	2	Philosophy: Advanced Psychology	2	
	2	Cicero: Pro Lege Manilia	0	
	2	Horace & Juvenal: Satires	0	
	2	Tacitus: Agricola & Annales	0	
	0	Education: History of	4	(A)
	4	English: Art of Rhetoric	4	
	4	English: History of Literature	4	
	0	English: Contemporary American	2	
	4	History: Middle Ages	4	
	0	History: American	4	(B & C)
	4	Modern Language	4	
30 credits	2	Religion: Church of Christ	2	30 credits

Bachelor of Arts		Subjects	Bachelor of Science	
(III)	2	Philosophy: Ontology	2	
	4	Philosophy: General Ethics	4	
	4	Philosophy: Special Ethics	4	
	0	Education: Principles of	2	(A)
	0	Education: General Methods	2	
	0	English: Shakespeare	4	(B)
	2	History: Renaissance	2	
	2	History: Reformation	2	
	4	Modern Language	4	
	6	Science: Lectures & Lab.	6	
	0	Sociology: Fundamental	4	(C)
	4	Electives	0	
30-credits	2	Religion: The Redemption	2	30 credits

Bachelor of Arts		Subjects	Bachelor of Science	
(IV)	2	Philosophy: Natural Theology	2	
	4	Philosophy: History of	4	
	4	Modern Language	4	
	0	Education	8	(A)
	0	History	8	(B)
	0	Sociology	8	(C)
	18	Electives	10	
30 credits	2	Religion: The Sacraments	2	30 credits

Note: This chart is subject to minor changes.



REQUIREMENTS FOR DEGREES

The following tables represent the number of semester hours credit which must be acquired in the various subjects in order that a student may complete work for the degree of Bachelor.

Bachelor of Arts

Subject	Credits
Philosophy .....	30
Latin .....	12
English .....	12
History .....	12
Modern Language .....	12
Greek or Mathematics .....	6
Science .....	6
Apologetics .....	8
Electives .....	22
<hr/>	
Total .....	120

Bachelor of Science  
(In History)

Philosophy .....	30
English .....	22
History .....	28
Modern Language .....	12
Mathematics .....	4
Science .....	6
Apologetics .....	8
Electives .....	10
<hr/>	
Total .....	120

Bachelor of Science  
(In Education)

Philosophy .....	0
Education .....	0
English .....	8
History .....	2
Modern Language .....	2
Mathematics .....	4
Science .....	6
Apologetics .....	8
Electives .....	0
<hr/>	
Total .....	30

Bachelor of Science  
(In Social Science)

Philosophy .....	0
English .....	3
History .....	0
Modern Language .....	2
Mathematics .....	4
Social Science .....	2
Science .....	6
Apologetics .....	3
Electives .....	0
<hr/>	
Total .....	18

REQUIREMENTS FOR THE TEACHER'S CERTIFICATE

Candidates for the Teacher's Certificate will be required to earn sixty-four (64) semester hours credit according to the following program.

General Education Courses

Subject	Credits
Educational Orientation .....	2
Principles of Education .....	2
History of Education .....	8
Psychology of Education .....	2
Philosophy of Education .....	2
General Methods .....	2
Health Education .....	2
Elementary Administration .....	2
Tests and Measurements .....	2
<hr/>	
Total .....	24

General Cultural Courses

English: Appreciation and Use .....	1
History Survey .....	1
Dialectics .....	1
Psychology .....	1
General Ethics .....	1
Fundamentals of Religion .....	1
<hr/>	
Total .....	6

Special Methods

Methods of Teaching Art, English, etc. ....	0
<hr/>	
Total .....	0

## PRE-LEGAL CURRICULUM

The following program represents a full two-year college training. It is offered to students who aspire for admission to the Law School of Boston College. The student is warned that the mere acquisition of passing grades in all subjects does not constitute an automatic guarantee of admission to the Law School. An average grade of seventy (70) per cent for all courses taken during the three years of study is one of the conditions required by the Board of Admissions.

### First Year

Subject	Credits
Accounting: I .....	4
English Composition .....	4
United States History .....	4
Dialectics .....	4
Religion .....	2
Public Speaking .....	2
	—
Total.....	20

### Second Year

Accounting: II .....	4
Economics .....	4
General Ethics .....	4
United States Government .....	4
Modern Language or Sociology .....	4
	—
Total.....	20

### Third Year

Introduction to Law .....	4
Legal Aspects of Business .....	4
Rational Psychology .....	2
Special Ethics .....	4
Religion .....	2
Modern Language or Sociology .....	4
	—
Total.....	20

*Students who desire to enter any law school other than that of Boston College should submit the above curriculum to the proper authorities for their approbation before registering for this course.*



## DESCRIPTION OF COURSES

On the following pages may be found descriptions of the various courses offered at Boston College Intown. In order that the student may have not only a general notion of the nature of the course but also a definite idea of its purpose and content, an effort has been made to expose the progression of topics and division of subject matter to be treated in the lectures. This has been done in all but one or two cases. With reference to the courses the following points should be carefully noted.

### PHILOSOPHY COURSES

In keeping with the traditional Jesuit system of education the philosophy courses will serve as a center and foundation for the several curricula. In order to secure a progressive training in the science of philosophy, the student will be required to observe the following order in registering for his courses:

Dialectics

Epistemology

Cosmology

Fundamental Psychology

Advanced Psychology

Ontology

General Ethics

Special Ethics

Natural Theology

History of Philosophy

### MODERN LANGUAGE COURSES

Students who have had no high school training in a modern language must begin a study of one of the elementary courses which are offered in the following pages. Students who have had a year's study in high school should register for the intermediate course in the same language. Students who have had two or more years' training in high school should register for the advanced courses in the same language, or begin work in the elementary class of a language other than that which they studied in high school.

### SCIENCE COURSES

Each candidate for the Bachelor's degree will be required to earn six (6) semester hours credit in either Biology, or Chemistry, or Physics. All six credits must be acquired in the science selected. The courses which are offered are not pre-medical courses. Boston College Intown *does not offer pre-medical training.*

## ACCOUNTING COURSES

### Accounting 1—Fundamental Accounting.

Study of fundamental accounting principles and practices. The course is designed to meet the needs of those who intend to specialize in accounting as well as those who recognize the value of accounting as a background subject in the practice of their business activities. The aim of the course is to give a thorough knowledge of accounting for single proprietorship and partnerships. This will be accomplished through lectures, demonstrations and assigned practice work.

The first lecture will consider the development of the fundamental accounting equation, and the statements, as the basis of record keeping. This will lead logically to a survey of the need for accounts. The books of original entry will then be introduced as the source of the entries in the accounts. The trial balance is introduced as the test of the account entries. The statements, closing entries, and the post-closing trial balance are then discussed, thus completing the accounting cycle in its simplest form. Special books of original entry are then introduced. Commercial credit, discounts, simple adjustments and the work sheet are then studied. Controlling accounts and subsidiary ledgers are introduced to complete the discussion of elementary accounting. Partnerships are treated under the following headings: nature and formation, admission and withdrawal of a partner, sharing of profits and losses, sale of a partnership as a going concern, realization and liquidation, and liquidation in installments.

In general the work done in Accounting I is contained in the first twenty chapters of the text.

Monday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. Francis D. Shea, M.A.

Text: *Accounting Principles*—McKinsey & Noble.

### Accounting 2—Advanced Accounting.

This course is a continuation of Accounting I. Its aim is to give a thorough knowledge of accounting for corporations. Lectures, demonstrations, assigned reading and practice work are used to attain this aim.

An intensive review of Accounting I begins the course. This is followed by a discussion of more adjustments than those treated in the elementary course. Corporation accounting is studied in detail including a comparison of the various forms of proprietorship, accounts and records peculiar to a corporation, capital stock, treasury stock, surplus, dividends, corporate bonds, accounting for a trading corporation. Then follows a survey of manufacturing accounts and cost accounting. The emphasis in this course is upon corporation accounting, yet several topics are introduced for the purpose of broadening the students' knowledge of the subject. These include branch accounting, accounting for non-profit organizations, supplementary statements, analysis and interpretation of financial statements, and the relationship between accounting and management.

The work of this course is contained in general in the text from chapter 20 to the end.

Wednesday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. Francis D. Shea, M.A.

Text: *Accounting Principles*—McKinsey & Noble.

## EDUCATION COURSES

### ED. 1—Educational Orientation.

An introductory course comprising a general survey of the field of professional education. The prime purpose of the course is to adjust the student to the program of the teacher-training department and to lay the foundation for a professional attitude towards his later work in the capacity of teacher. The lectures will not attempt to make a complete or exhaustive examination of any particular subject in the sphere of education, but will aim rather to give the student an elemental knowledge of the content of each of its main divisions. Emphasis will be placed on principles.

In the first lectures the following topics will be discussed: education and its significance to the personal and social life; development of teaching and the school; elemental philosophical principles upon which the effectiveness of education and the school depends. The historical background of our modern schools will be exposed and their progress towards systematic organization will be traced. A comparative study will be made of American schools and those of other countries. School administration will be treated under the following topics: administrative units and agencies; officials, policies, and controls; school support and managerial practices. The subject of educational structure will be studied in the following sequence: divisions, functions, studies; teachers, pupils, and management. Lectures on teacher-training will embrace such subjects as: the beginning and growth of teacher-training in America; requirements and characteristics; teacher-training in other countries. Vocational education, special education, physical health and welfare, extra-curricular activities, pupil adjustment and guidance, will be the topics for consideration in the lectures devoted to a study of modern school interests in America. From the physical point of view the following topics will be treated: locating sites, planning buildings and grounds, operation, equipment and school supplies. Recent interpretations of the learning process and teacher procedure will be examined, and a study will be made of educational statistics and measurements. A critical examination will be made of various surveys, researches, and experimentations featuring educational progress in the United States.

The course will conclude with a discussion of the place, importance, and outlook of the school as an educational factor in modern social life. The course in orientation will be unified and controlled by a critical application of acceptable principles to the information under review.

Monday, 4:15-6:00 P.M. (1st. Sem.)

Two semester hours credit.

Rev. David R. Dunigan, S.J.

Friday, 6:30-7:20 P.M.

Rev. Joseph P. Fox, S.J.

Text: *Introduction to Education*—Clapp, Chase & Merriman.

### ED. 2—Educational Psychology.

A systematic exposition of the nature, characteristics, and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology. Its aim is professional proficiency in teaching in so far as this may be attained by attentive study of the nature of the pupil considered as a complete individual unit composed of body and soul.



us human powers, factors and elements which make learning and education possible, will be considered for the purpose of determining fundamental principles which natural procedure in teaching should be based.

The data of the lectures will be drawn both from the field of philosophical or rational psychology and general or empirical psychology. A pre-view of the powers and faculties of the human soul which enter into every type of educational activity will be made in the first lectures. There will follow a study of the organic elements of the educand as they collaborate with the higher spiritual powers in the educational process. This will involve examination of the sense organs and the nervous system, primary sensations, instinctive drives and dispositions of educational import, emotions and feelings as factors conditioning learning, perception and its development, the functions of memory and imagination, and the nature of association in learning. The lectures will then proceed to a consideration of the higher conscious processes. The nature, function, and regulation of the power of attention will be studied. The activity of the intellect and the operation of the will, and methods for cultivating the powers of the soul will be discussed. Habit-forming and the nature of learning in general will be analyzed, and rules for effective management of the processes will be presented. Stress will be placed upon the elements and practices involved in character formation and the importance of discipline in teaching. Individual differences and their import for teaching procedures will be discussed and methods of evaluation will be determined. A review will be made of new statistical methods in education, and demonstration of their uses will be afforded. The nature of intelligence and achievement tests will be explained. The course will conclude with a statement of principles pertinent to the maintenance of mental health.

The assimilation of a coherent set of rational principles based on the natural, social, and religious dispositions of the educand and the ideal aspirations of human nature, should be one of the advantages from the course in educational psychology. On a practical point of view the prospective teacher should derive from the course definite norms for making intelligent adaptations in the classroom, and for initiating thoughtful procedures according to varying circumstances.

Two semester hours credit.

Text: *Educational Psychology*—Kelly.

### D. 3—History of Education: I.

A survey of the history of Education from primitive times up to the Reformation period. The lectures will investigate the object, content and methods of the various systems of education which flourished during these centuries. A critical evaluation of these early educational practices and an appreciation of their influence on modern educational procedure will be the precise objective of the course.

The so-called primitive education, a few typical systems of Oriental Education, and the distinctive characteristics of Hebrew Education will comprise the first topics of discussion. There will follow a study of the development of a more progressive type of education among the Greeks, and an analysis of the Social Education of Sparta and early Athens and the Individualistic Education of the later Athenian period. Subsequent lectures will discuss the family education of the early Romans, the development of Roman Schools, the influence of Greek ideals on Roman Education, and the decline of the Roman Schools. The course will then concentrate on the development of Christian Education in the principal countries of Europe, discussing the emergence of a new ideal in early Christian Education, the rise and growth of

Christian Schools, the entrance of the Church into the field of education, the revival of education under Charlemagne and its subsequent decline, the Cluniac Reform, the influence of Monasticism on the development of educational institutions, Scholasticism and the rise of the Medieval University, and non-school educational agencies of the Middle Ages such as the crusades, the guilds, the drama, architecture and liturgy. The final lectures will investigate the rise, development, and character of the classical Renaissance and its profound influence on subsequent education and civilization.

During the course topics will be suggested for investigation and discussion, and parallels or prototypes of modern educational theory and practice will be pointed out and examined.

Tuesday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. Joseph P. Fox, S.J.

Text: *A History of Education*—Kane.

## ED. 4—History of Education: II.

A continuation of the history of Education from the Reformation period to the present century. The lectures will discuss the object, content and methods of typical forms of post-reformation education. To trace the development of education from the Reformation to the modern era will be the aim of the course.

The first lectures will study the educational theories of the principal reformers and the influence of the Reformation on school education, the Catholic or counter-Reformation, and its influence on education. Early Realism, Sense Realism, and the beginnings of the Scientific Movement will then be treated. Special attention will be given to several educational theorists and their theories. Following lectures will deal with Naturalism in education, Philanthropy in education, growth of the Democratic Ideal, the so-called Enlightenment of the seventeenth century, school education from the sixteenth to the nineteenth century, and non-school educational agencies during these same centuries. The lectures will then turn to the question of education in America. Its beginnings will first be described, and a survey will be made of progress in educational administration and methods. A study of State School Systems in the principal countries of Europe, and the transition period in American Education will be made. Other topics will include the development of school education in the Americas and the principal non-school educational agencies of the nineteenth century. The evolution of the Public School and the dual school system of the United States will then be considered. The course will close with a brief survey of modern educational theories with a view towards evaluating their influence on present day practices and future tendencies in education.

Topics for investigation and discussion will be suggested during the course. Philosophical theories upon which the different educational movements and practices are based will be examined and criticised.

Saturday, 9:30-11:20 A.M.

Four semester hours credit.

Rev. Joseph P. Fox, S.J.

Text: *A History of Education*—Kane.



## 5—Principles of Education.

presentation and elucidation of the basic concepts and principles which serve as controls and norms in guiding thoughtful educational activity. The aim of the course is to study and confirm the validity of the proximate principles which should serve as the immediate determinants of teaching procedure. The validity of these proximate principles will be established by reference to the ultimate abstract and philosophical principles of education.

examination of several theories of education will first be offered for the purpose of determining the true nature, aims, and functions of education. This will involve a consideration of the relation of education to the various cooperative agencies such as the home, the church, and the school, which contribute in various and distinct ways to the educational process and directly or indirectly influence its progress. There will follow a presentation of fundamental educational principles based upon the nature of the child and a rational interpretation of the ultimate ends of life. An explanation of fundamental concepts and ideals of Catholic education will be offered, and their application to various phases of educational activity such as the formation of character, development, adjustment, acquisition of knowledge, liberal and vocational training, will be discussed. The question of rights and duties in education will then be reviewed. Formal and informal aspects of education, social and personal aims, will be treated in the light of the basic principles of sound education. The lectures will then proceed to set forth the modern idea of the school and its functions. Current views as to the mutual responsibilities of teacher and pupil, and the nature of teaching and learning, will be set forth, and the various implications of educational progress in the United States will be analyzed. Other practical aspects of school work to be studied will include: the inter-relationship of the various school units; recent developments and reorganizations; determination of program and curricula; recent school activities and their values; evaluation of various studies and disciplines; selection of pupils and methods of adaptation.

The lectures will aim at an evaluation of definite tangible norms of procedure as shown from a variety of educational surveys and actual existing conditions. The evaluation of these norms will be viewed in the light of permanent philosophical principles based on the nature of the child and his manifold human and social relations.

Wednesday, 7:30-9:20 P.M. (1st. Sem.)

Two semester hours credit.

Rev. Joseph P. Fox, S.J.

Text: *To Be Announced.*

## 6—General Methods.

study of methods and techniques in classroom teaching and class management. The purpose of the course is to familiarize the student-teacher with practical methods which have been found by concrete experience and scientific investigation to be most helpful and effective in securing specific educational objectives. The preparing of the beginning-teacher to assume his responsibilities with a firm grasp of fundamental teaching-skills and practices is the special aim and purpose of the course.

The importance of the teaching function in the educational process will be delineated in the first part of the course. Methods of applying the stimulating influence of the teacher's personal powers in the formation of the student's character, and in the direction and control of his educational progress will be studied. Stress will be placed on the necessity of methodical and planned activity in all phases of class-

room procedure. The complexity of the learning-situation involving human and physical elements will be studied as a unit problem, and various techniques designed to help the teacher in the attainment of maximum efficiency with a minimum waste of time and effort will be proposed and evaluated. Teaching procedures, learning activities, discipline, utilization and management of physical apparatus will constitute the major phase of the study. Procedures will be tested and appraised with reference to aims and objectives. Planning the assignment; proper use of the question for effective results; recitation, drill and review; testing and measuring achievement; maintenance of discipline; remedial and improvement measures; records and reports and allied administrative activities will be included in the scope of the enquiry.

The course in general methods is intended to be essentially practical in nature. Opportunity for the presentation and discussion of individual problems will be offered during its progress.

Two semester hours credit.

Text: *Directed Observation and Teaching in Secondary Schools*—  
Wrinkle & Armentrout.

## ED. 7—History of Education: United States.

A comprehensive survey of educational development in the United States from colonial times to the present. The origin and growth of every standard of institutional instruction from kindergarten to university will be studied in detail, and the influence of non-formal teaching agencies upon their development will be investigated. Various religious, industrial, and social factors which have contributed to the form and direction of educational theory and practice will be analyzed and evaluated for the purpose of imparting to the student a clear historical perspective for a better understanding and appreciation of contemporary American school policies, purposes, interests, and practices. The course will progress through five distinct phases of American educational history.

The first lectures will deal with the establishment and character of our Colonial schools. European contributions to these primitive institutions will be studied. Their types, teachers, studies, methods, and management will be reviewed. Differences between their actual practice and their basic ideals will be pointed out. In the second phase schools of the first half century of the National Period, up to 1825, will be considered. The national outlook expressed in the views of leaders of the time will be described. Educational activities in the several states will be compared. Movements along philanthropic lines, such as school societies and monitorial schools, will be traced and their influence upon educational progress will be explained. The effect produced by increased population and extension of the franchise will also be considered. The lectures assigned for the third phase will cover the period from 1825 to the Civil War. Topics for discussion will include: advent of free, tax-supported, non-denominational, state schools; appearance of state and local administrative officials; beginnings of school grading, professional, technical, and teacher training. Topics for discussion relative to the fourth phase will be: new European influences affecting ideas of methodology and teacher training; rise of Normal Schools; work of the Oswego schools and results for teacher practice and extension of studies; education in the South before the Civil War; results of the War on schools throughout the Republic; ensuing problems and the status of education as of 1890. In the last part of the final phase the influence of Froebel, and Herbart on American education will be studied. The effect of immigration upon reorganization, purposes and studies,

will be considered. Progress arising from new purposes and practices will be indicated. The final lectures will cover developments which have been manifested since 1910. The course will include: new conceptions of schools and methods; modifications in norms of evaluation and testing; expansion of scholastic interests and activities; the progressive movement and new interpretations of the pupil; new problems and laws governing upon the relationship of the child to the school and society; educational agencies and societies; recent developments in the study of educational issues, and the present outlook.

During the course special attention will be given to outstanding personalities whose work has contributed in large measure to the direction of American educational policy.

Thursday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. Joseph P. Fox, S.J.

Text: *Public Education in the United States*—Cubberley.

## 8—Fundamental Art.

Lecture course in the fundamentals of the fine and applied arts. Designed particularly for teachers engaged in primary education, its principal purpose is to develop knowledge and understanding of basic art principles necessary for a true appreciation of artistic productions. To suggest effective methods of teaching art in primary and secondary schools is the subordinate object of the course. A thorough analysis of the fundamentals of design as expressed in pictorial composition will be undertaken.

The preliminary lectures will be devoted to a discussion of the relation of art to contemporary life. An analytic study will be made of the esthetic concept of the visual arts. Fundamentals of line, tone, color, value, and intensity will constitute the major consideration of the first part of the course. During the second part attention will be given to the study of pure and pictorial design. Methods of application of principles will be treated from the teacher's point of view, and explanations will be made of technical terms peculiar to the pictorial arts. Throughout the course the esthetic aspects of the visual arts will be particularly emphasized by copious illustrations selected from the works of the old and modern masters. A study will be made of the great Classic, Romantic and Realistic movements in art, and the principles underlying such modern movements as Functionalism and Impressionism will be examined.

Although the course has been designed principally for teachers of art, it will be open for students who are interested in the subject from a purely esthetic and cultural point of view. No textbook will be required for the course.

Monday, 4:15-6:00 P. M. (2d. sem.)

Two semester hours credit.

(Professor: To Be Announced.)

Text: *Notes of Professor.*

## 9—Language and Reading in the Grades.

A practical course on the teaching of English in the elementary grades. To provide the prospective teacher with sound and effective methods of teaching reading, oral and written composition, is the purpose of the course. To this end the needs of the child at the different grade levels will be considered for a better understanding of the psychology underlying the teaching of reading and language. Actual results



of the work of children will be employed to illustrate various degrees of skill and ability.

Preliminary consideration will be given to the aims and objectives of progressive tendencies in education. The need of a firmly established point of view concerning the function and purposes of language teaching in the grades will be emphasized. The lectures dealing with the teaching of language will treat the following subjects: vocabulary building, use of the dictionary, functional grammar, correct usage, pronunciation, enunciation, pronunciation, spelling, sentence and paragraph study, use of standard and informal tests. Stress will be placed on the social, thinking, and mechanical techniques with reference both to oral and written composition. The lecture on reading will emphasize general and specific objectives. Under this heading methods of improving and pupil's fund of information will be considered. Stimulation of the thinking powers, motives that will tend towards the establishment of permanent and desirable interests in reading, the cultivation of economical and effective habits in reading, intensive and extensive reading for the development of desirable attitudes and ideals, will be included among the topics for study.

Discussions will be held on reading readiness, reading skills, checks and testing procedures, reading difficulties and suggested remedies, use of books and libraries.

Saturday, 9:30-11:20 A.M. (1st. sem.)

Two semester hours credit

Miss Mary A. Haverty, M.A.

Text: *Notes of Professor.*

## ED. 10—Methods of Teaching Science.

A practical course for prospective teachers of science. To equip the student with effective methods of techniques for teaching high school or junior high school science is the purpose of the course. Knowledge of subject matter will be subordinate to practical classroom management. The lectures will be supplemented by actual demonstration of the various methods and techniques to be studied and explained.

For orientation purposes a treatise on the history of science teaching in the grammar school, the academy, and the high school, will be given. The aims and objectives of science teaching will be discussed. Model science curricula will be studied in order that the student may know what will be expected of him later on as a teacher of science. Modern science textbooks and reference books will be critically examined. Textbook, lecture, lecture-demonstration laboratory, and project method, will be included among the topics to be studied, explained, and illustrated. Methods of stimulating the interest of high school students in the study of the various sciences will be considered and discussed. Special attention will be given to methods of procuring and maintaining equipment for a science classroom.

At each lecture experiments emphasizing demonstration techniques will be added. Special field work of an optional nature will be arranged for the students outside the class. This supplementary work will involve visits to various important physical, chemical, and biological laboratories, for the purpose of direct personal observation.

Thursday, 4:15-6:00 P.M. (1st. sem.)

Two semester hours credit

Mr. Louis R. Welch, M.A.

Text: *The High School Science Teacher and His Work*—Preston.



## 11—Elementary School Administration.

A general survey of the entire field of elementary education from the administrative point of view. The object of the course is to make a scientific study of important problems confronting principals, supervisors, and teachers, for the purpose of finding sound solutions. The lectures will treat of problems pertaining to curricula, organization, and personnel.

After an introductory lecture on the objectives of elementary education, various phases of the curriculum will be discussed. Difficulties arising with reference to instructional materials will be considered. Problems of school organization will be studied, and effective methods suitable to various cases will be considered. The courses will then proceed to consider the question of classification and promotion of pupils. Administration of records and reports will be the subject of the following lectures. The program of instruction and time allotment will receive thorough treatment. Difficulties pertaining to school membership and attendance will be examined. Subsequent lectures will deal with questions of character and health education. Methods for the proper care of the dull, the bright, and the physically handicapped child, will be discussed under the subject of the exceptional child. The relation of the teacher to administrators, supervisors, colleagues, pupils, parents, and the community, will then be considered. Topics to be treated in the final lectures will include: administration of library service, pupil management and control, and supervision.

Throughout the course the practical rather than the theoretical aspect of elementary school administration will be emphasized.

Wednesday, 4:15-6:00 P.M. (1st. sem.)

Two semester hours credit.

Mr. Valentine F. Dunn, M.A.

Text: *Elementary School Organization and Administration*—Otto.

## 12—Principles of Mental Hygiene.

This course in the psychology of adjustment and its application to daily life. This course has a three-fold purpose: to give the student a basis for a better understanding of his own personality and its development; to help him better understand his fellow-men and his adjustment to them; and to acquaint him with the rich resources at his disposal in the field of mental hygiene. By means of lectures and class discussions the basic content material will be presented. Selected references for parallel reading will be given the student. A special problem for concentrated study will be chosen for each student as a nucleus around which to integrate his course work. A term report on this topic will be due at the close of the course.

In the preliminary lectures the nature and need of mental hygiene will be examined and discussed, and the historical development of the various movements leading to the modern mental hygiene movement will be outlined. The material which follows will be divided into four units of work, in each of which the following procedures will be used: (1) Certain preliminary problems representing the needs of the class will be set up as goals of instruction and learning. (2) Material from the lectures and reference reading will be brought to bear on the solution of these problems. (3) Definite principles of mental hygiene will be formulated as conclusions. (4) The material learned will be applied to examples from the students' environment and to his own daily living. Unit I will treat of the dynamics of the mind. The biological, psychological, social and spiritual bases of behavior will be studied. Unit II will deal with the adjustment and modification of behavior. Healthful methods of behavior will be considered; the numerous methods of defense, with-

drawal and escape will be discussed. The relationship existing between such mental mechanisms and abnormalities of behavior and mental illness will be indicated. A study of the various methods of failure in personal and social adjustment will be made with special attention to the underlying causes. Unit III will be devoted to a study of the normal healthful mind and the best methods of attaining to it. Unit IV will consider the wider applications of the principles of mental health through a community survey of local mental health activities and resources. This course is a requisite for the course in Behavior Problems of Children which follows. It will also serve as a foundation for later courses in Abnormal Psychology and in Psychiatry.

Saturday, 9:30-11:20 A.M. (1st. sem.)

Two semester hours credit.

Miss Mary E. Spencer, Ph.D.

Text: *The Psychology of Adjustment*—Shaffer.

### **ED. 13—Mental Hygiene of Childhood and Adolescence.**

A study of the behavior problems of childhood and adolescence. This is a professional course for teachers which purposes to give the teacher or other worker with children a better understanding of the child, his nature and his needs, as a basis for educational guidance and for improved teacher-child relationships. The principles of mental hygiene will be applied to class-room problems through the case-study method.

The introductory lectures will present the human side of education: the child as the reason for existence of schools and educational curricula; the teacher as a teacher of children rather than as a teacher of subject matter; the understanding of the child from every point-of-view, physical, emotional, spiritual, moral, and mental. Children's behavior problems from the teacher's point-of-view; from the mental hygienist's point-of-view. This introduction will be followed by a study of the elements in any child behavior situation: the child himself, the child's environment and the problem. A study will be made of principles of individual differences in children; of the irremediableness of all behavior; of behavior as a symptom; and the principle of multiple causation in relation to child behavior problems. Contributing causes of behavior difficulties will be exemplified through the use of cases studied. The child's environment will comprise a study of adults as a factor in child behavior, the parent-child relationship, the teacher-child relationship, school discipline from the mental hygiene point-of-view, the religious training of children, recreation, and other community factors. Preliminary to the study of children's problems by the case-study method, students will be trained in the techniques of making a case-study and interviewing, to the extent that will be required of teachers as adjuncts to their classroom work. Published case studies will form the basis of class discussion, but these will at all times be supplemented by the students' problems brought in from their own classrooms. Typical problems to be studied include: disobedience, negativism, truancy, jealousy, fear and anxiety, stealing, daydreaming and phantasy, hypersensitivity, inferiority feelings, laziness and over-dependency, shyness, special abilities and disabilities, sensory defects, physical handicaps, endocrine disorders, problems involving the family situation.

The course will close with a discussion of present-day methods of reconstructing personality as generalized from the case-studies. The use and limitations of various educational aids will be considered: child guidance clinics, habit clinics, psychological guidance in schools, and the use of visiting teachers. Examples of such developments in both public and parochial schools will be cited.

Saturday, 9:30-11:20 A.M. (2d. sem.)

Two semester hours credit.

Miss Mary E. Spencer, Ph.D.

Text: *Mental Hygiene of the School Child*—Symonds.

## 14—Mental Hygiene for Nurses.

This course in the psychology of adjustment proper to the nursing profession. An exposition of the principles of mental hygiene applicable to problems appropriate to the profession will be the general purpose of the course. Its specific object is threefold: first, to stimulate and induce in the graduate nurse an appreciation of the possibilities of her personality for a more effective exercise of her profession; secondly, to produce a more perfect understanding of her patients both in sickness and in health. The basic material of dynamic psychology and mental hygiene will be presented through lectures and directed supplementary reading. The nature and purpose of mental hygiene will be explained, and a brief resume of its history and development will be presented. The lectures will then turn to a study of the mind, and will analyze the biological, psychological, social, and physical bases of behavior. Principles of adjustment founded on these factors will be studied and explained. As each principle is clarified and developed its application will be made to a particular problem in the nurse's professional field. The students will be required to present from their own experience a problem pertaining to the subject matter of the previous lecture. Two book reports from a selected list and a paper treating a topic of professional interest will complete the requirements of the course.

Wednesday, 7:30-9:20 P.M. (1st. sem.)

Two semester hours credit.

Miss Mary E. Spencer, Ph.D.

Texts: *Psychology for Nurses*—Muse.

*Psychology for Nurses*—Robinson & Kirk.

*Mental Hygiene for Nurses*—Vincent.

## 15—Physiology.

This course will consist of lectures and demonstrations. It is designed for those intending to go into the teaching profession or into social service work. The lectures will be concerned with man and his relations to his environment both internal and external. The following topics will be considered: Digestion, Circulation, Respiration, Excretion, Sensation, Vitamins, Hormones, Enzymes, the effect of Radiant Energy, Growth, Age and Death. There will be demonstrations given by the instructor and members of the class to illustrate certain of the phenomena discussed in class.

Tuesday, 4:15-6:00 P.M.

Four semester hours credit.

Mr. Francis L. Maynard, M.A.

Text: *To Be Announced*.

## ENGLISH COURSES

### ENG. 1—English Composition.

A fundamental college course in the precepts and practice of English Composition. Practical knowledge of the basic principles of the art of composition is the object of the course. Hence frequent written exercises based on the precepts explained in class will be required of the student.

The lectures will deal with the three principal forms of thought-expression: narration, description, and exposition. The written form as an instrument of thought-expression will first be studied as a composite unit. An analysis will then be made



of the various elements which contribute to the unity of composition. Precepts designed to secure unity of the whole and coherence between the parts of the composition will then be explained. Typical models of unity and coherence will be read from the writings of established authors. After a study of the composition as a complete unit, the lectures will concentrate attention upon the component parts of the unit, treating the paragraph first and then the sentence as the unit of the paragraph. The paragraph will be considered both as a unit of thought in itself, and as a unit related to other paragraphs in the growth and development of the complete composition. Precepts will be given for proper development of paragraphs and for the linking of paragraphs through natural transitions. Various types of narrative, descriptive, and expository paragraphs will be studied and analyzed with a view to discovering the qualities explained in the instructions. In the study of the sentence a review will be made of fundamental points of structure. The periodic, loose, and balanced sentence will be analyzed from the point of view of effectiveness and variety in the build of paragraphs. Illustrations of the proper use of the different types of sentence will be presented. The final lectures will treat of the use of words, and suggestions will be offered for the purpose of increasing the student's facility in the acquisition and use of clear and effective diction.

Exercises written by the student will receive detailed and constructive criticism from the professor. As the course proceeds instructions designed to aid the student in the discovery, preparation, and proper arrangement of subject matter will be offered.

Mon. & Wed. 6:30-7:20 P.M.

Four semester hours credit.

Mr. John F. Norton, M.A.

Text: *English Composition in Theory and Practice*—Canby, Pierce, MacCracken, Thompson.

## ENG. 2—The Art of Poetry.

A study of poetry as one of the fine arts. The purpose of the course is to awaken in the student an appreciation of poetic thought and expression through a knowledge of the principles proper to the poetic art. The scope of the lectures will be restricted to the field of English poetry. From this source will be drawn the numerous passages necessary for illustrations of the abstract principles.

The lectures will follow a threefold division and will deal with the nature of poetry, the species of poetry, and the mechanics of poetry respectively. In the preliminary lectures the definition of poetry will be discussed, and will open the way for a consideration of the beautiful. Then will follow a study of the elements of poetry: emotion, imagination, thought, and expression. Poems embodying a harmonious and skilful blending of all four elements will be read and compared with compositions in which one or other of the elements has been allowed complete prevalence over the rest. In the following lectures the kinds of poetry will be studied. Attention will be given first to the lyric poem as the best known and most common form of poetic expression. The general characteristics and various types of the lyric will be explained and illustrations will be taken from the writings of Shelley, Keats, Tennyson, Wordsworth and other acknowledged masters in the lyric field. A study of narrative poetry, its nature and function, will then be made. Special attention will be given to the epic form of this type. Dramatic poetry will be the subject for discussion in the subsequent lectures. The nature, purpose, and general qualities of good dramatic poetry will be considered first, and the special characteristics of the



main divisions, Comedy and Tragedy, will then be examined. The final lectures deal with the mechanics of poetry. The various resources of poetic expression will be considered in detail. Metre, accent, verse melody, alliteration and assonance, rhetorical variations, onomatopoeia, and blank verse will be included among the topics. During the course differences between the various schools of poetry such as the Classic, Sensistic, Metaphysical, Romantic, Impressionistic, and Mystical Schools, will be explained. At all times the primary intention of the course will be to cultivate appreciation of poetry as the highest form of literary expression. The lectures are not intended to exercise the student in verse-writing, and the precepts pertaining to versification will be presented only in relation to the ultimate purpose of the course.

Wednesday, 4:15-6:00 P. M.

Four semester hours credit.

Rev. William J. Leonard, S.J.

Friday, 6:30-8:20 P.M.

Mr. John F. Norton, M.A.

Text: *A Study of Poetry*—Connell, S.J.

### ENG. 3—The Art of Rhetoric.

This course in the principles and practice of persuasive speech. To train the student in discovering, arranging, and developing arguments in a manner most apt to convince an audience is the object of the course. Principles pertinent to the composition rather than to the oral delivery of speeches will be presented. Compositions written according to the principles taught in class will be required of the students. Formal training in oral delivery will be offered in the Public Speaking class.

The subject-matter of the lectures will be treated according to a three-fold division. The first part, after a general treatment of the various kinds of oratorical composition, attention will be given to the invention of arguments. This will include a study of intrinsic and extrinsic topics. Under the subject of intrinsic topics the lectures will discuss principles pertaining to definitions, genus and species, parts, cause and effect, antecedents and consequences, circumstances, comparisons, similitudes and contraries. Arguments founded on testimony and authority will be considered under extrinsic topics. The second part of the course the disposition of arguments will be studied. Principles of maxims will be explained relative to the exordium, narration, proposition, division, confirmation, refutation, and peroration of a speech. Precepts dealing with the proper expression of arguments will form the subject matter for study in the third part of the course. Complete and incomplete induction will be explained. Various forms of deductive argumentation will be studied. This will include: the categorical and hypothetical syllogism, the enthymeme, the sorites, and the dilemma. A treatise on refutation will follow. Direct methods of refutation will first be considered, and will include a study of denial, retort, and distinction. Under indirect methods of refutation and ad hominem argument, the counter-attack, the reductio ad absurdum, the dilemma, and the familiar parallel, will be treated. Special consideration will be given to errors made in refutation, and attention will be called to some common fallacies. The proper use of oratorical ornament in a speech will form the subject matter for subsequent lectures. Direction will be given for effective employment of example, simile, fable, parable, epigram, digression, and pleasantry. The final lectures will discuss principles pertaining to emotional appeals, and qualities of oratorical style. During the course copious illustrations of the precepts expounded will be made from various oratorical masterpieces both ancient and modern.

Thursday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. Thomas P. Donovan, S.J.

Friday, 4:15-6:00 P.M.

Rev. Brendan C. Connolly, S.J.

Text: *The Precepts of Rhetoric*—Smith, S.J.

## ENG. 4—History of English Literature I.

A formative and critical survey of the literature of England from the Early Saxon times to the Restoration of Charles II in 1660. The purpose of the course is to enable the student to understand the gradual growth and development of modern English words and literary forms from their earliest known origins. This will be accomplished by a reading of literary selections from Saxon authors and writers of the several distinctive periods. Representative readings will be assigned to the student. Conclusions arrived at during the progress of the course will be based upon the readings.

An introductory discussion on the necessity of an historical background for a full appreciation of English literature, will be followed by a general lecture on the history and derivation of the English tongue. The various factors contributing to this formation will be analyzed. The influence of the political and economical movements upon the literature of a country will be indicated. From a study of recognized masterpieces of Anglo-Saxon times, the lectures will proceed to the Middle English period. Special consideration will be given to Chaucer. His life, times, and contributions to English literature will be thoroughly treated. A study of the literature of sixteenth century England will follow. Many lyricists of that period will be read, and the content and form of their works will be studied and criticized. Special consideration will be reserved for Spenser and the Spenserian form. The Elizabethan lyricists and dramatists will form the subject matter of subsequent discussions. To Shakespeare will be allotted time for discussion proportionate to his importance in English literature. His life, contemporaries, and the political background of the period, will be severally considered. The final lectures will deal with the Cavalier and Puritan literature leading thus to a study of John Milton and his works with which the course will close.

These lectures will serve as a valuable source of information to the student of English intent upon an extensive study of the development and progress of the literature. The later history of the subject will be traced in the following course.

Monday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Thomas P. Donovan, S.J.

Text: *English Literature*—Brother Leo.

## ENG. 5—History of English Literature II.

A critical examination of the field of English literature from the Restoration to modern times. As in the preceding course the purpose of the lectures will be to expose the various literary forms of successive periods for an appreciation of their influence upon the growth and development of modern literary style and manner. Selections from authors eminent in their age and time will be read and studied in class. Assignments for individual research will supplement the formal lectures.

The lectures will begin with a survey of the Restoration period under Charles II. His policies will be considered from the point of view of their influence upon literature. The importance of John Dryden as a Restoration dramatist and poet will be evaluated, and the literary characteristics of the period will be examined. In the following Neo-classical period the writings of Pope and Swift will be singled out for special study, and the beginnings of journalism as a literary form will be viewed through the writings of Addison and Steele. The advent of the Romantic period, its indications, and growth, will then be considered. Stress will be placed upon the contributions of the works of Coleridge and Wordsworth, particularly the



of ballads, to the triumph of Romanticism. A substantial review will be made of the political background of the Victorian period for an appraisal of its affect upon literature of the times. The sociological and economic theories of Carlyle, Ruskin, and Arnold will be discussed in the light of modern developments. At this point a series of lectures will be devoted to the history and growth of the novel as a literary form. Dickens and Thackeray, and their contemporaries, will receive special attention. The closing lectures will treat of modern literature and literary forms, and more prominent literary tendencies will be analyzed. The two courses in the history of English Literature will serve as a foundation for further research in specialized fields of English literature.

Friday, 4:15-6:00 P.M.

Two semester hours credit.

(1st. sem.)

Rev. Thomas P. Donovan, S.J.

Text: *English Literature*—Brother Leo.

## ENG. 6—Contemporary American Literature.

A survey and criticism of American literature since the advent of the twentieth century. The lectures will study the writings of prominent American novelists, dramatists, poets, biographers, and critics, for the purpose of evaluating their contributions in the light of sound literary principles.

A brief review will be made of principles pertaining to the structure of the novel, plot and setting, the characters and characterization. Characteristics of eminent novelists will be delineated. Typical historical, psychological, and sentimental novels will be analyzed. There will follow a study of the drama, and the works of outstanding dramatists will be discussed, including those of Fitch, Belasco, O'Neil, Kelly, Henson, Cohan, Connelly, and Green. In the third phase the field of poetry will be surveyed. An analysis will be made of the various Schools, and will involve a study of the writings of Aldrich, Riley, Moody, Reese, Lowell, Whitman, Monroe, Frost, Robinson, Master, Sandburg, Teasdale, Millay, Kilmer, Aiken, and Dunbar. The lectures will then turn to the field of biography. The function and principles of biographical writing will be explained, and in the light of these principles the works of such authors as Mencken, Bradford, Woodward, Hughes, Dibble, Beer, Krutch, and Werner will be evaluated. In the closing lectures of the course the field of critical writing will be studied. Mencken, Sherman, Van Wyck, Brooks, Brownell, Babbitt, Dreiser, Huneker, Nathan, Aiken, Spingarn, Canby, Van Doren, Sinclair, Holloway, and Allen will be included in the authors whose writings will be evaluated.

The course will attempt not merely to make the student familiar with the names and works of the authors who have gained the spotlight in American Literature, but to stress the importance of evaluating the underlying thought and philosophy which motivated their literary conceptions. The cultivation of a sound literary judgment will be a primary objective.

Two semester hours credit.

Text: *Contemporary American Literature*—Manly, Rickett & Millett.

*The Craft of the Critic*—Smith.

## ENG. 7—Shakespeare: Comedies.

A study of Shakespearean dramatic comedy. The course will comprise a reading and appreciation of comedies: *The Tempest*, *The Winter's Tale*, *Twelfth Night*, *You Like It*, *Much Ado About Nothing*, *The Merry Wives of Windsor*, and *The Taming of the Shrew*.

Four semester hours credit.

### ENG. 8—Shakespeare: Tragedies.

A study of Shakespearean tragedies. The course will comprise a reading and appreciation of the following six plays: Coriolanus, Macbeth, Hamlet, King Lear, Othello, Anthony and Cleopatra.

Wednesday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. Thomas B. Feeney, S.J.

### ENG. 9—Public Speaking.

A practical course comprising instruction and exercise in the mechanics of expression and the art of eloquence. The course is intended to supplement the study of precepts and principles of English composition and rhetoric, the object being to acquire facility and poise in the oral presentation of thought. To this end the student will be required to address the class on subjects assigned by the professor. Correct criticism pertinent to proper enunciation, articulation, interpretation, and gesture, will be offered by the professor after each exercise.

In the first part of the course each student will be given practice in the art of reading aloud, in the declamation of memorized passages from masterpieces of oratory and drama, and in the delivery of radio addresses. Thereafter topics will be assigned for written compositions which the student will be called upon to deliver before the class. The subjects will be chosen from literary, social, economic, and political questions of public interest. The next phase of the course will call for practice in the delivery of a speech from a carefully outlined brief without recourse to a previously completed composition. This procedure will be maintained in large round-table conferences for extemporaneous discussion of current events, the subject of which will be assigned one week in advance. Brief book-reviews, criticisms of current plays and moving-pictures, will be included in the topics for discussion. The final exercises will require the student to deliver an original speech on an assigned subject, and to make reply to questions and objections offered by members of the class relative to the subject-matter of the speech.

In the conduct of the course each student will be expected to appear before the class every two weeks. In the time allowed for the exercises only a minimum of instruction on formal voice culture will be possible.

Tuesday, 8:30-9:20 P.M.

Two semester hours credit.

Rev. Edward T. Douglas, S.J.

Text: *Masterpieces of Modern Oratory*—Shurter.

## GREEK COURSES

### GRK. 1—Elementary Greek.

A course in the elements of Greek grammar and syntax. It is intended for students who have had no previous training in the language, and will provide an intense program of drill and exercise in declensions and conjugations in order that the student by the end of the year may be able to read and translate with comparative facility passages from Xenophon's *Anabasis*.

The student will first be taught the Greek alphabet, the sounds of the vowels and consonants, the diphthongs, and the rules for accent. After that a study will be made of the three declensions. Exercises in reading simple phrases will serve to familiarize the student with the various case-endings. A number of words will be assigned for memory for each class session with a view to acquiring a fairly strong



cial vocabulary. The structure of verbs will be explained and the common active tenses of regular verbs will be learned. The declensions of personal, demonstrative, and indefinite pronouns will then be studied. The course will then go on to a consideration and study of the middle and passive voice of verbs. The rules for conditional sentences will be learned in conjunction with a study of the subjunctive and optative moods of verbs. After that the lessons will concentrate on the rules governing direct and indirect discourse. The next phase of the course will deal with the comparative forms of adjectives, and the imperative mood of verbs. After a thorough study and review of regular declensions and conjugations, more important irregular verbs will be studied.

In view of the elementary nature of the course a great amount of drill and memory work will be imperative. Assignments for translation will be taken from the class book.

Four semester hours credit.

Text: *An Introduction to Greek*—Crosby & Schaeffer.

### K. 2—Intermediate Greek.

A course in the study of Greek consisting of advanced work in grammar and syntax. This course is intended for students who have completed the work of Greek I or the equivalent.

During the first semester the lessons in the assigned grammar text will be completed. The progression of topics will be as follows: subjunctive mode, impersonal verbs, conditional clauses. During the second semester a review of the Greek grammar will be made preliminary to more concentrated work on readings and translations. Readings will be made from the more famous classical writers.

Tuesday, 4:15-6:00 P.M.

Four semester hours credit.

Text: *To be announced*.

Rev. Thomas J. Quinn, S.J.

### K. 3—Freshman Greek.

A reading and appreciation course in selected masterpieces of the Greek language. This course is of college grade and presupposes that the student has had two years of previous training in the fundamentals of the Greek language. It will consist of readings both in prose and poetry. A finished translation of the authors will be required together with an appreciation of the qualities which merited for the authors a high position in the field of literature.

Prose authors will be studied during the first part of the course, beginning with the historical writings of Herodotus. His position in the field of history will be explained and the qualities of his style will be studied. The philosophical type of Greek literature will then be examined in the writings of Plato. The readings will be made from three dialogues dealing with the trial and death of Socrates. The influence of Socrates and Plato on the life and philosophy of their own and subsequent ages will be evaluated. In the latter part of the course a study will be made of two types of Greek poetry, the epic and the dramatic. Readings will first be made from the *Odyssey* of Homer with particular attention to the ninth book of this famous epic. In conjunction with the reading an evaluation of Homer's eminence as a poet will be made, and English translations of the entire *Iliad* and *Odyssey* will supplement the work on the Greek text. For the study of the Greek drama the *Hecuba* of Euripides will be assigned for translation. A general survey of the development of the drama will be presented, and an explanation of the technique of production on the Greek stage will be given.

During the course within the brief compass of time allotted for each phase of study, the student will be afforded an opportunity to become familiar with the most eminent specimens of Greek literature: the historical composition, the philosophical speculation, the epic poem, and the drama.

Four semester hours credit.

Texts: *Herodotus: Book VII*—Robinson.

*Plato: The Martyrdom of Socrates*—Doherty.

*Odyssey of Homer*—Edward.

*The Complete Works of Homer*—Lang, Leaf, Myers & Butcher.

*The Hecuba of Euripides*—Sheppard.

## HISTORY COURSES

### HIS. 1—Early Christian Civilization.

A preliminary course on the history of the Christian Era. Its object is to study and evaluate the many and various forces to which must be attributed the rise, development, and spread of Christianity. For an adequate appraisal of its remarkable contribution to the history of civilization the economic, political, and cultural factors of influence will be studied in conjunction with those which were purely religious. The course has been designed to cover approximately the first 800 years of Christianity.

In a series of introductory lectures the predominating characteristics of ancient civilizations, particularly those of Egypt, Greece, and Rome, will be studied from a comparative point of view. As forming the immediate background of primitive Christianity the religious and social institutions of the Roman Empire will be treated in detail. The strength and weakness of the great pagan society will be traced from the time of Augustus to the reign of Constantine. This will lead to a discussion of the rise of Christianity, its rapid development, its widespread dissemination, and its conflict with the Roman Empire. The problems which are in the ultimately triumphant Christian society, and the work of the early Fathers in the era known as the Apostolic Age, will be the subject of the following lectures. This part of the course will conclude with a discussion of the dissolution of the Roman Empire in the West. Succeeding lectures will then be devoted to a study of the origins and nature of Christian Monasticism to whose instrumentality in great measure must be attributed the final amalgamation of the Latin and Teutonic peoples. Topics for further consideration will include the conversion of Ireland to Christianity, the work of Irish monks in preserving ancient culture and in extending the Christian faith among the Teutons. The preservation of the Roman-Greek civilization in the East, especially during the reign of Justinian, and the accomplishments of Byzantine civilization, will be treated at this point. The final lectures will be devoted to the origin of Mohammedanism and its threat of destruction to the Byzantine Empire as well as to the newer Romano-Teutonic nation. The course will close with a study of the reign of Charlemagne and the significance of the empire which he established.

As no phenomenon in the history of the world has had a more widespread, beneficial, and lasting influence upon the progress of the human race, this course on early Christianity is of primary importance for the student beginning a study of history. The two following courses will continue and complete the subject.

Thursday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. Thomas F. Lyons, S.J.

Text: *To be announced.*

### S. 2—The Middle Ages.

A historical survey of that part of the Christian Era known as the Middle Ages. The lectures will cover a period of approximately five hundred years from the 5th to the 14th century, from the end of the reign of Charlemagne and up to the beginning of the Crusading period. A sound appraisal of significant events and movements in the light of the various political, social, cultural, and religious factors which produced them, will be the purpose of the course.

The first lectures will deal with the fate of Charlemagne's empire. The kingdoms of the East Franks, the West Franks, and Lorraine, will be studied. The lectures then turn to a consideration of the raids and settlements of the Norsemen in Ireland, England, Normandy, and Sicily. The results of these invasions in each country will be studied in detail. Subsequent lectures will then be devoted to a study of Feudalism as the political and economic basis of medieval society. The emergence of the Holy Roman Empire under the Ottos, and the rise of Capetian France, will be the topics for discussion in the following lectures. A thorough treatment will then be given to the history of the Lay-Investiture struggles both in the Empire and in England. The fortunes of the Greek Empire at Constantinople will be examined, and an enquiry will be made into the origins and results of the Greek Empire at Constantinople will be examined, and an enquiry will be made into the origins and results of the Greek Schism. The Crusades will be the next topic of study. These will involve an investigation of their causes, a detailed summary of the various expeditions, and an appraisal of their results. After that a study will be made of the history of Western Europe during the period of the Crusades. Particular attention will be given to the increase of the influence of the Papacy in European affairs. The Norman Conquest of England, the reigns of the Plantagenet kings, the internal histories of the Empire and France, will severally receive adequate consideration.

During the course several lectures will be devoted to a study of the culture of the Middle Ages. Romanesque and Gothic Architecture, art and literature, universities and Scholasticism, mendicant Orders, rural and town life, will be included among the topics of discussion.

Monday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. John F. X. Murphy, S.J.

Text: *To be announced.*

### S. 3—The Renaissance and Reformation.

This course is a study of European civilization during the periods of the Renaissance and Reformation, roughly from the fourteenth to the middle of the seventeenth century.

European history in the fourteenth century is viewed largely in the light of events which come. Topics which thus prepare for the inauguration and perpetuation of the Reformation include: the Avignon Residence, the great Western Schism and Conciliar movement, the Hundred Years War, the Black Death, Social unrest and heresy, the inquisition, decline of scholasticism, the papal monarchy, discoveries and inventions. The Renaissance will be studied apart as a flowering of intellectual and artistic life. The immediate antecedents of the Reformation will lead to a study of the Lutheran, Calvinistic and Anglican reformations with stress on individual and dogmatic and moral issues. The vigorous counter-reformation after Trent will show how the tide was turned. The political events, contemporaneous with the Reformation, will be viewed in their causal connections. How political theory was



enriched during this time will be given special consideration. The course will include events down to 1648.

Stress will be laid on the influence of the Reformation on Historiography, and assessments will be made of histories from this point of view.

Wednesday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. Martin P. Harney, S.J.

Text: *To be announced.*

## HIS. 4—History of England.

A general survey of the history of England. The purpose of the course is to acquaint the student with the basic facts in the development of English civilization. To this end a study will be made of the various cultural, social, political, economic, and religious movements which affected and determined the growth of English national life.

The course will begin with an account of Celtic, Roman, and early Anglo-Saxon history up to the eighth century when historical data becomes more available and reliable. A study of Anglo-Saxon life and institutions will be made for a better understanding of the results of the Norman Conquest. The reign of Henry I will be considered in detail for an appreciation of its contribution to the development of fundamental institutions. From the reign of John emphasis will be placed on the development of representative forms and the character of law and kingship. The following lectures will trace the growth of English history up to the Reformation period and will discuss England's relations with other countries, and the development of its social, intellectual, and religious life. The Reformation period as it affected England will be treated in detail. The political developments leading to the constitutional struggles with the Stuarts and terminating with their expulsion will be studied under such topics as: imperialism, political parties, Whiggism, industrial revolution, and reform movements. The course will conclude with an enquiry into England's part in the world war, her share in the worldwide depression, and her place in the Commonwealth of Nations.

As the course is intended to cover the entire field of English civilization, an exhaustive and comprehensive treatment of all its phases will not be attempted. Discussion will of necessity be restricted to salient and outstanding features in the development of English history.

Thursday, 4:15-6:00 P.M.

Four semester hours credit.

Mr. Francis J. Roland, Ph.D.

Text: *A Shorter History of England*—Belloc.

## HIS. 5—United States History: I.

A survey of the history of the United States from 1492 to 1852. The purpose of the course is to acquaint the student with the outstanding events in the growth and development of American civilization. The lectures will trace the progress of events from the era of discovery up to the eve of the Civil War.

After a review of the rivalries and contentions between leading European countries for control of the newly discovered America, the lectures will concentrate upon a study of American colonial life. The chief factors and figures in the development of early political life will be presented and analyzed. The economic, social, in-



al, and religious life of the various separate communities will be discussed, and individual contributions in the determination of future events will be investigated. Social attention will be given to the causes which brought about the War for Independence. The political theories involved, the course, and final results of the Revolution will be studied in detail. The critical post-revolution era will then be studied. Events leading to the adoption of the Constitution will be viewed through lives and political philosophies of the national heroes of the epoch. The emergence of the common man, culminating in the Jacksonian era, will serve to link political with aspects of institutional life. The course will enter its final phase with an examination of social conditions in the South, of territorial expansion in the West, and of gradually maturing sectional antipathy between the North and the South eventually culminating in the Civil War.

Emphasis will be placed on bibliographical knowledge and critical acumen for weighing the influence of factors other than political on the growth of American society.

Tuesday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. Harry M. Doyle, Ph.D.

Wednesday, 4:15-6:00 P.M.

Professor: To be announced.

Text: *Political and Social Growth of the United States*—Hockett.

## U. S. 6—United States History: II.

A continuation of the history of the United States from 1852 to the present. A survey will be made of the principal events and outstanding national figures which determined the course in American history from the eve of the Civil War to the present time.

A review of the causes which precipitated the Civil War will be made in the first lectures. The course of the war will be delineated, and an analysis will be made of its results. After a study of the reconstruction period and the politics of the Grant administration, the lectures will discuss such topics as: the passing of the frontier, transportation, industrialization, urbanization, labor, immigration, farm problems, humanitarian gropings, and cultural strivings. The emergence of the United States as world power, and its relations with other nations, will then be studied. The Progressive movement and the new freedom will serve to link political history with social and economic factors. The Wilsonian period will be studied for a knowledge of the factors which led the United States to enter the World War in support of England and France against the Triple Entente. The following lectures will deal with the state of affairs after the Armistice, the participation of the United States in European affairs, and its subsequent adoption of a policy of isolation. The course will conclude with an examination of the boom years which preceded the era of depression, and the arrival of the New Deal under the Roosevelt administration.

Emphasis during the course will be placed on the consultation of source material. The two courses in United States history are intended to equip the student with a well-rounded knowledge of basic facts which will serve as directive norms for further individual research or special study.

Friday, 4:15-6:00 P.M.

Four semester hours credit.

Mr. William F. Barry, Ph.D.

Text: *Political and Social Growth of the United States*—Schlesinger.

## HIS. 7—Modern European History.

A study of social and political developments in Europe during the 19th and 20th centuries. A comprehensive view of the turbulent and shifting condition of affairs in leading European countries, under the impact of such forces as the industrial revolution, liberalism, imperialism, nationalism, socialism, democracy, depression and totalitarianism, is the object of the course.

The course will begin with an explanation of the industrial revolution and its subsequent influence on European civilization. Related topics will include a discussion of economic liberalism, and social and political reforms in England and France. A survey will be made of the causes leading to the French Revolution of 1789 and the rise of democracy, liberalism, and irreligion. The struggle between reaction and democracy, the rivalry for possession of colonies, attempts at unification of political territory, will be treated. Following lectures will deal with the unification of Germany, and of Italy, and the rise of imperialism and militarism. Attention will then be focused on conditions in the Russian Empire. Factors contributing to the outbreak of the World War will then be studied. Results of the war and the Treaty of Versailles will be examined. There will follow an examination of the Revolution in Russia and the rise of the Communistic dictatorship under Lenin, the Fascist dictatorship in Italy under Mussolini, and Nazi dictatorship in Germany under Hitler. In the closing lectures consideration will be given to the progress of events in Ireland and the causes of the civil war in Spain.

During the course an attempt will be made to evaluate various conflicting documents bearing on significant events during the period under review. Stress will be laid, however, on the need of careful and critical judgment particularly with respect to those events which have taken place in more recent times.

Four semester hours credit.

Text: *A Political and Cultural History of Modern Europe, Volume 2*—Hayden

## HIS. 8—History of Mexico.

A study of Mexico since 1910 in the light of the colonial era and the 19th century. The object of the course is two-fold: 1) to set forth the continental view of American history, comparing and contrasting the methods of colonization employed by England, France, Portugal, and Spain; 2) to present the history of Mexico up to 1910 as background of its later political, economic and social developments and to examine the developments so as to arrive at an appreciation of what is now happening in Mexico and what general currents the relations between that country and our own may be expected to follow.

The first half of the course will include lectures on the Indian peoples; on the political, economic and religious organization which was set up in accordance with the Spanish theory of colonization and as the framework of the new society into which Spain sought to incorporate the Indian on terms of equality; on the change of social philosophy evident in the so-called reforms of Charles III; on the conversion and civilizing of the frontiers by the mission system; on the relations of colonial Mexico with other colonial powers and with the United States. The second half of the course will deal with Independent Mexico, showing how a Catholic civilization was blighted by the attempt to graft upon it a political regime derived from liberal theories which attained full development in the long dictatorship of Porfirio Díaz. It will present the progress of the Revolution since 1910, its personnel and its fundamental law, which, embodied in the Constitution of 1917, explains present conflicts.

agrarianism, labor-unionism, theories of property rights and their application, economic trends, education and religion.

Throughout the course, sources will be evaluated so as to establish criteria by which to judge the literature on Mexico, so much of which has been written in the official light of propaganda.

Thursday, 4:15-6:00 P.M.

Two semester hours credit.

(1st. sem.)

Miss Elizabeth W. Loughran, M.A.

Text: *University Syllabus*.

## §. 9—History of Spain.

study of Spain from Roman times through the recent civil war. The purpose of this course is to reveal the true Spain "half-monk and half-warrior".

The first half of this course will survey rapidly the following topics:—the effects of the Roman, Visigothic and Moslem invasions of the Iberian peninsula; the long struggle of the Christian warriors to thwart the growth of Islamism, culminating in the development of national unity and the ultimate expulsion of the Moors under Catholic monarchs Ferdinand and Isabella; Spain's rapid rise to a commanding position in European politics, her far-flung colonial enterprises; her desperate but unsuccessful attempt as the spear-head of the Catholic crusade to check the spread of Calvinistic and Lutheran principles. The defeat of the Catholic cause in Europe followed by Spain's swift decline as a world power will be interpreted in the light of her absolute inability to compromise on principle — in the words of Walter Pym, "to those who believe that the kingdom of Heaven exists the modern world is nothing less than treason to God"!

During the second half of this course an examination will be made of plans of Spanish leaders and thinkers after 1898 to rediscover the true purpose and destiny of their nation: her amazing recrudescence and economic rehabilitation will be surveyed and her tragic failure to undo by proper education the irreparable damage done to her intelligentsia by false liberalism, resulting in the crippling of the Church in her efforts to reach the industrial proletariat whose apostatizing of the Church swelled so alarmingly the ranks of anarchism, socialism, and communism. The natural expansion of Spanish industry due to the World War boom and its inevitable collapse will next be surveyed as a prelude to the ominous storm which brewed in Russia and spread to Spain with terrible consequences.

The following mooted questions will be frankly discussed in the light of the best available information: Hitler's, Mussolini's, and Stalin's part before and during the war; the influence of the following in forming world opinion for or against the two antagonistic forces:—International Freemasonry; American Protestantism; World War; Liberalism; the Vatican.

Tuesday, 6:30-7:20 P.M.

Two semester hours credit.

Mr. Everett J. Conway, M.A.

Text: *The History of Spain*—Bertrand & Petrie.



## LATIN COURSES

### LAT. 1—Latin Composition.

A course in Latin Composition based upon the style of Cicero. The attainment of accuracy in expression and familiarity with the genius of the language is the purpose of the course. It is also designed to facilitate and render more profitable the reading of Latin prose authors. To further this end written exercises in imitation of Cicero's style will be prescribed for work outside of class.

In the early part of the course a review of the essentials of Latin grammar will be held. Thereafter stress will be placed on the more difficult phases of grammar, syntax, and idiomatic expression. Points to be treated will include: more difficult case relations, the use of tenses and moods, indirect discourse, and conditional sentences. Towards the close of the course excerpts from the English orators will be offered for translation.

As in the case of modern languages, a student's training is not perfected by mere translation and reading of the classic authors, but requires diligent exercises in composition work, so too, in the study of Latin appreciation of the language calls for assiduous work in the field of composition. An acquired ability to render English sentences into good idiomatic Latin appreciation of the classic texts.

Thursday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Oswald A. Reinhalter, S.J.

Saturday, 9:30-10:20 A.M.

Rev. William J. Leonard, S.J.

Text: *Latin Composition*—Pearson.

### LAT. 2—Cicero: Pro Archia and Pro Marcello.

A study of two types of Cicero's speeches. The object of course is one of literary appreciation and expression. Cicero's defence of Archias will be read in the first part of the course. The speech will be studied from the critical point of view in order to evaluate the orator's opinion on the value of humanistic studies. Discussions will be held and comparisons instituted with reference to more modern views on literature. Special consideration will be given to Newman's essay on literature.

In the latter part of the course the "Pro Marcello" will be read and studied with a view to examining the panegyric powers of Cicero. Stress will be placed upon neatness of expression both in the original and in translation. The combined study will afford the student an opportunity to appreciate the varied powers of Cicero.

Historical collateral matter necessary for a clear understanding of the author's motive and for a fuller appreciation of the two speeches will be explained in class. The student will be expected to know essential points for examinations.

Saturday, 9:30-10:20 A.M.

Two semester hours credit.

Rev. Oswald A. Reinhalter, S.J.

Text: *Orations of Cicero*—Allen & Greenough.

### LAT. 3—Odes of Horace.

A course in Latin poetry comprising a reading and study of the Odes of Horace. A scholarly appreciation of the Roman poet's great lyric gift will be the object of the course. The more famous of the odes which won for him an immortal crown in the lyric field will be selected for translation and study. Passages and excerpts

the wealth of critical literature written on the Odes will be assigned for reading outside of class. For a balanced and rounded appreciation captious as well as laudatory essays will be considered.

At the beginning of the course a brief historical sketch of Horace and his contemporaries will be given. His relations with Vergil, Varius, Maecenas, and the Emperor Augustus, will be defined. A general summary of his philosophy of life will be presented as a guide to the student in his appraisal of the thought-content of the Odes. Instruction will be given on the mechanics of Latin versification sufficient for a proper understanding of the metrical forms employed by Horace, and a correct rhythmical reading of the Latin lines. In preparing assignments for class discussion the student will be required to summarize the underlying thought and trace development in the ode. In each instance the student will be expected to offer a reasonable opinion of one critic's assertion that "no reader of the Odes, however careless, can have failed to notice the extraordinary difficulty of discovering in them anything like a connected train of thought." To the poet's felicitous choice of words and striking power of imagery particular attention will be given, and brief passages of superior excellence will be assigned for memory exercise. The student will be expected to discover for himself choice instances of the poet's renowned "*callida constructura*" and "*curiosa felicitas*." During the progress of the course outstanding English translations will be read and discussions will be conducted apropos of their merit from the point of view of approximation to the Horatian model. At the professor's discretion two or three odes will be assigned for translation into good English verse. The selection will be made from the more popular poems: "*Quis segetum alta gracilis*"; "*Lydia, dic*"; "*Vides ut alta*"; "*Nunc est bibendum*"; "*Persicos odi*"; "*heu fugaces*"; "*O fons Bandusiae*"; and "*Exegi monumentum*".

All minutiae of grammar, syntax, and collateral matter, will be entirely subordinated to the main purpose of the course. Attention at all times will be fixed on the lyric qualities of the odes, on the simple magic of the lines which have motivated not only men of letters but men of affairs down through the ages, and have challenged their ingenuity to reproduce in their own tongue the exquisite "pains-taking felicities" of the bard of the Sabine farm.

Tuesday, 4:15-6:00 P.M.

Two semester hours credit.

(1st. sem.)

Rev. Francis J. Cotter, S.J.

Text: *Horace*—Bennett & Rolfe.

#### AT. 4—Cicero: Pro Lege Manilia.

A study of Latin oratorical style and eloquence. The speech of Cicero in support of the Manilian Law will serve as an apt medium for an appreciation of Roman oratory at the peak of its perfection. A reading and translation of the text will be combined with a thorough rhetorical analysis of the thought-content with a view to acquiring an intimacy both with the graceful and fluent Ciceronian sentence and the orderly and effective development of topics.

A brief summary of the circumstances under which the speech was delivered will be presented. The student will be required to discover for himself the various items of details connected with Cicero's first political speech, the history of Pompey as a military leader, and the varying fortunes of Roman military arms in the wars against Mithradates. Around these facts the panegyric was woven, and a knowledge of them will be necessary for an adequate appreciation of Cicero's rhetorical skill. A study of the speech will disclose the orator's keen analytic mind as he unfolds the magnitude of the war against Mithradates, involving the national honor of Rome, its finan-

cial security, and the protection of its citizens abroad. The political ambition of Cicero will be revealed as he enters into a discussion of reasons for the choice of Pompey as the commander to lead the armies against Mithradates. His argumentative powers will be manifested in his handling of possible objections against the choice of Pompey and in favor of other generals. At the close of the study a radical summary will be made of the entire speech including the analytic features and qualities of rhetorical style of greater moment.

In his study of the political panegyric the student will have an ample opportunity for becoming familiar with the best efforts of "the head and the fount of Roman eloquence."

Two semester hours credit.

Text: *Orations of Cicero*—Allen & Greenough.

### LAT. 5—Horace & Juvenal: Satires.

A reading course in selected passages from the satires of Horace and Juvenal. The purpose of the course is to acquaint the student with a distinctive Latin type of literature, and to institute a comparative study of the two outstanding masters of Latin satirical verse. For a more thorough appreciation of the satires themselves, the Roman society which served as the target against which Horace and Juvenal aimed their arrows of wit and ridicule will be studied in broad outline.

As an introduction to the reading of the two authors, the nature and function of satire will be explained. A brief history of the *satira* and its development will be given. The satires of Horace will be studied first as representative of the more general and less scathing type of social criticism. As he proceeds to expose the folly of avarice, ambition, luxury, and superstition, the qualities of his literary style, the sparkle of his humor, the aptness of his dialogue, the compactness of his phrases, and the precise brevity of his descriptions, will be carefully noted. His occasional explosion in terms comparatively invective will be studied against his usually moderate and tempered discourse. The satires of Juvenal will then be studied as representative of the more invective and withering type of social criticism. Due attention will be given to his qualities of style and his mastery of the hexameter line, but the primary stress of the study will be put upon the matter rather than on the form of his verses. The interest in Juvenal is in the fiery lines with which he denounces the prodigious upstart, who had once been his barber, flaunting his wealth, the wealthy widow who poisoned her husband, the housewife whose ruinous extravagance knows no limit, the gossip who makes a mountain out of a mole-hill, the literary woman whose talk sounds like so many basins banged with bells, the maltreatment of slaves by their masters, the preferment given to the rich rather than the deserving, the perils of political ambition, the shabby treatment offered to teachers, the evil influence exercised on children by the bad examples of their parents, the rush and scramble for wealth.

Both Horace and Juvenal deplored the vices and foibles of the society in which they lived. But their criticism was not purely destructive. They both proclaimed the wisdom of the simple life, and many modern satirists have used them as models. Their criticism of wealth, luxury, ambition, excessive taxations, and political tyranny, may be studied with interest by the modern student. The student who reads the verses for the first time will be struck by the universality of their appeal.

Tuesday, 6:30-8:20 P.M.

Two semester hours credit.

(1st. sem.)

Rev. Vincent deP. O'Brien, S.J.

Texts: *Q. Horati Flacci Sermones et Epistulae*—Rolfe.

*The Satires of Juvenal*—Lindsay.



## I. 6—Tacitus: *Agricola* & *Annales*.

study in style and criticism of the greatest historian of the Silver Age. Excerpts be read from the *Agricola* and *Annales* as representative of two distinct phases of historical treatment. The *Agricola* will be studied as "a memorable revelation of a period in history and a noble personality," and the *Annales* as "one of the greatest monuments of historical genius — the ripest work of a penetrating critic of affairs — expressed his thoughts in accents that are absolutely unique."

The presentation of historical data bearing on the life of Tacitus will serve as an introduction of the author. Critical estimates of qualities of style proper to Tacitus will be offered in order that the student in his reading may be the more alert in detecting and identifying noteworthy instances. A brief summary of the scope of the *Agricola* will be given for a greater appreciation of the progress and development of its parts in relation to its principal purpose. In the light of this preliminary biographical and critical data the readings will be initiated, and will follow the life of *Agricola* as a civil officer, and a legate and consul in Britain. The progress of his campaigns will form the main theme of the history. His success as a commander and administrator will be treated in detail. The final portion will deal with his fall from Britain as the shadow of an emperor's enmity closes around him. A brief summary of its purpose will serve as an introduction to the reading of the *Annales*. The dark state of the Roman Empire will be depicted, and the leading characters in the sanguinary conflicts which followed the death of Nero will be touched. Through the eyes of the historian mutinies, battles, civil wars, conflagrations, and wholesale exiles will be seen in vivid descriptions. It was a period rich in disasters and gloomy forebodings. Tacitus has presented it to posterity with a dramatic skill that has given him high rank among the great historians of all times. In strong contrast to the fullness of Ciceronian Latin the compressed brevity of Tacitus has captured the imagination of classical scholars. His concise epigrammatic expressions have made an appeal to the memory which the long flowing sentences of Cicero could not be expected to equal. The present course will afford the student an opportunity to compare the master historian with the great Roman orator.

Tuesday, 6:30-8:20 P.M.

Two semester hours credit.

(2d. sem.)

Professor: To be announced.

Wednesday 4:15-6:00 P.M.

(2d. sem.)

Rev. John J. Long, S.J.

Text: *Tacitus, Selections from His Works*—March & Leon.

## I. 7—History of Latin Literature.

A formative and critical survey of Latin Literature. The purpose of the course is to enable the student to understand the gradual growth and development of classical Latin and the development of Latin words and literary forms from their earliest known origins. This is accomplished by a reading of literary selections from writers of several distinctive periods. Representative readings will be assigned to the student. Conclusions arrived at during the progress of the course will be based on these readings.

An introductory discussion on the necessity of an historical background for a full appreciation of Latin Literature will be followed by a general lecture on the history and derivation of the Latin tongue. The various factors contributing to this

formation will be analyzed. The influence of political and economical movements upon the literature of the Nation will be indicated.

These lectures will serve as a valuable source of information to the student intent upon an extensive study of the development of the language.

Monday, 4:15-6:00 P.M.

Two semester hours credit.

Rev. Vincent deP. O'Brien, S.J.

Text: *To Be Announced.*

## LAW COURSES

### L. 1—Introduction to Law.

A study of fundamental concepts and theories in the field of law. The course is designed for students who have had no previous training in the study of law and who desire to prepare themselves for admission to a professional school of law. Hence the object of the course is to equip the student with a knowledge of the basic ideas and principles which are required of candidates for admission to law schools.

The nature and purpose of law will be the subject of the first lectures. An historical survey will be made of various theories of law and justice. The advantages and disadvantages of the administration of justice according to law will be considered. The relation between law and morality will be explained. The origins of the unwritten or common law will be described, and the distinction between the written and unwritten law clarified. The following lectures will discuss the function of Government in relation to law, sources of municipal law in the United States, legal authorities and their interpretation, and the securing of interests through law. Natural and juristic persons and their legal capacity to act will be explained. Other lectures will discuss and explain the following topics: development of courts of equity, nature of legal remedies, and the law of property, historical phases of property, ownership and possession, courts in general.

Monday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. Edward B. Hanify, LL.B.

Text: *To Be Announced.*

### L. 2—Legal Aspects of Business.

A study of the law in relation to ordinary business transactions. To provide the student with a knowledge of basic principles of business law for practical purposes in the fields of business, accounting, and administration, is the purpose of this course. To this end a variety of concrete cases will be analyzed in illustration of the points of law under discussion.

A brief summary of legal history will be made the subject of the preliminary lectures, and will serve as a background for a discussion of real and personal property rights. A detailed study of the law of contracts will follow. The topics for discussion under this important phase of business will include: the definition, nature, and requisites of contracts in general; offer and acceptance; statute of frauds; consideration; capacity of parties; reality of consent; legality of object; operation, interpretation and discharge. Subsequent lectures will be devoted to a study of sales as the most common form of contract. The essentials of the Uniform Sales Act will be analyzed and explained according to the following topics:

of sales; transfer of title; warranties; and rights of parties. Formation of partnership; operation; and termination, will be treated in a discussion of agency. The question of partnerships will be dealt with by way of contrast in connection with that of corporations. The nature of corporations and the general laws relating to them will be explored under the following heads: powers and membership; rights and liabilities of stockholders and directors; administration; and dissolution. Development of negotiable instruments; essentials; negotiations; liabilities of the parties; payment; notice and discharge, will be explained in a presentation of the Negotiable Instruments Law. The nature of bailments; gratuitous and mutual benefit bailments; exceptional bailments, will comprise the topics for the final lectures. Allowance will be made during the progress of the course for a study and discussion of the effects of current national legislation on business.

Wednesday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. William J. Bond, LL.B.

Text: *Notes of Professor.*

## MATHEMATICS COURSES

### MATH. 1—Trigonometry.

A general treatment of the trigonometric functions and of elementary mathematical analysis. The course purposes to familiarize the student with the trigonometric relations between the angles and sides of a triangle, both for immediate application in problems such as those which arise in surveying, and as an indispensable foundation for calculus and other more advanced mathematical courses. The student's familiarity will result from the actual use of the trigonometric functions in a variety of practical and theoretical problems.

The course will open with a rapid review of those portions of algebra which will be needed in the study of trigonometry. A general consideration of the notion of mathematical function will be followed by a treatise on the trigonometric functions, the trigonometric identities, and other trigonometric relations for a single angle. The formulas for the functions of several angles will then be derived. The Law of Sines, Law of Cosines, and the Law of Tangents will be established and applied in the solution of triangles. The laws which govern operations involving exponents will serve as an introduction to the study of logarithms and to the use of the logarithmic tables. Consideration will also be given to Cartesian coordinates and the graphs of the trigonometric functions. In addition to trigonometry the following subjects pertinent to mathematical analysis will be studied: radian measure, angles, determinants, the quadratic equation, the factor theorem, mathematical induction, the binomial theorem, combinations, permutations. A short treatise on complex numbers will also be given.

Designed to lay a broad foundation upon which subsequent courses of college mathematics may securely build, the treatise will necessarily cover a variety of subjects.

Tuesday, 4:15-6:00 P.M.

Two semester hours credit.

(1st. sem.)

Rev. F. Bernard Dutram, S.J.

Text: *Introductory College Mathematics*—Johnston.



## MATH. 2—Analytic Geometry.

A study of the relations existing between geometric figures and algebraic equations. To develop in the student a capacity for recognizing in a given equation the properties of a geometric figure, is the purpose of this course in Analytic Geometry. Facility in the discernment of this relation will serve as a firm basis for the interpretation of mathematical functions and of scientific data. Since the method of Analytic Geometry also provides a means of simplifying involved functions, it will also serve as an indispensable instrument in all branches of advanced mathematics.

Introductory to the study of the equations will be a lecture on curve tracing in general. The method of construction on coordinate paper a line representing a given equation will be explained, and it will be shown how the coordinates of a totality of points in the line, and the equation represented by the line, express the same functional relation. The transformation of equations into graphs will be studied with respect to two sets of coordinates, namely, the rectangular or Cartesian coordinates and the polar coordinates. The first geometric figure to be studied will be the straight line. Its properties will be determined from the several equations derived. There will follow a thorough treatise on the conic sections and on the second degree equation. A study of the circle will precede a consideration of the parabola, the ellipse, and the hyperbola. The derivation of their peculiar equations will be followed by a discussion of their characteristics and of their usefulness. For purposes of simplification the methods of translation and rotation of axes will be determined. Thereafter attention will be given to other related properties of the curves such as tangents, normals, and diameters. Space coordinates and the equation of the plane will form the subject for discussion in the concluding lectures.

The methods of Analytic Geometry are employed throughout the field of mathematical analysis. To physicists and other scientists they supply an effective and useful instrument for expressing in mathematical equations the results of their experiments. Their utility extends to such varied fields as architecture, draftsmanship, searchlight construction, economics, business and financial reports, in fine wherever there is need for graphical representation or for symmetrical design.

Tuesday, 6:30-7:20 P.M.

Two semester hours credit.

(Professor: To be announced.)

Text: *Introductory College Mathematics*—Johnston.

## MATH. 3—Differential Calculus.

A study of the methods and application of differentiation. The object of this course is to develop in the student a facility in handling the differential formulas and an ability to set up practical problems in the Differential Calculus. For the attainment of these ends recourse will be had to a great amount of problem work.

After a preliminary consideration of mathematical variables and constants, functions and of limits, an explanation will be given of the fundamental problem of the subject, namely, the investigation of the precise relation of a change in dependent variable with respect to a change in an independent variable. From the definition of the derivative of a function a general rule for differentiation will be established, and a geometric interpretation of the derivatives will be given. The formulas for the differentiation of algebraic functions, such as the sums, the products and the quotients of variables, will then be derived, and the method of differ-

ing implicit functions will be explained. Various applications of the derivative in determining tangents to a curve, maximum and minimum values of a function, linear velocities, will be exemplified. The lectures will next consider the question of successive differentiation and its use in problems involving acceleration, in determining the flexion points of a curve. Exponential, logarithmic and trigonometric functions, will be differentiated. Formulas will be established and applications made. The differentiation of parametric equations and of polar equations, and methods of locating the roots of equations, will follow. The course will close with a treatise on differentials, curvature, and the theorem of mean value.

Considered as the gateway to all advanced mathematical studies, Calculus finds many practical applications of its principles and methods both in the Sciences and in Business.

Tuesday, 4:15-6:00 P.M.

Two semester hours credit.

(2d. sem.)

Rev. F. Bernard Dutram, S.J.

Text: *Elements of the Differential and Integral Calculus*—Granville.

#### TH. 4—Integral Calculus.

A treatise on the rules for integration of functions. To acquaint the student with the methods by which functions may be integrated will be the objective of the course. Familiarity with the methods of Integral Calculus will be sought by ample practice in solving by integration a variety of problems.

The distinction between integration and differentiation will first be clarified. After explanation of the indefinite integral the course will proceed to establish and give the rules for integrating standard elementary forms. The arbitrary constant added to all indefinite integrals will be considered, and the method by which it may be determined will be explained. Its geometrical and physical significance will be indicated. Integration between definite limits will then be studied, and application of this type of integral in the calculation of areas and curves will be made. An explanation of mathematical manipulation as a limit of a process of summation will serve to expand the definition of integration. The lectures will then proceed to a consideration of methods of integrating more involved functions. Topics for discussion will include: integration by parts, substitutions, methods pertaining to rational fractions, transformations, and the use of reduction formulas. The use of an integral table will be explained, and this will be followed by a study of series and the expansion of functions by series. Subsequent to a discussion on partial differentiation of functions of several variables, the method for obtaining total derivatives in studying envelopes of families of curves will be demonstrated. The course will conclude with a treatise on partial and successive integration and the application of double and triple integrals to problems involving the determination of areas and volumes.

The course in Integral Calculus may be considered as the connecting link between differential calculus and differential equations. The training to be acquired from the present course will consequently provide the necessary background required of the student who contemplates further study in the more advanced subject of differential equations.

Two semester hours credit.

Text: *Elements of the Differential and Integral Calculus*—Granville.

## MODERN LANGUAGE COURSES: FRENCH

### FREN. 1—Elementary French.

An elementary course for students who have had no previous training in the French language. A thorough knowledge of the essentials of grammar and phonetics enabling the student to read, write, speak and understand simple idiomatic French is the purpose of the course. Repeated drills in phonetics, the verb, idioms, merry and written exercises will constitute the method of procedure.

Four semester hours credit.

Texts: *Initiation a la Langue Francaise*—Pargment.

*Le Petit Vocabulaire*—Meras.

### FREN. 2—Intermediate French.

An intensive reading and study of the best French prose authors of the 19th and 20th century. The scope of the reading will be restricted to the field of the short story and the novelette. A facility to translate idiomatic French into idiomatic English will be the primary object of the course. Subordinate to this will be a knowledge of the literary history of the period. Accuracy in turning phrases to the proper English equivalent will receive particular attention.

Reading in the literary and civic history of the period for a knowledge of the customs, persons, and locales referred to in the text, will be suggested. The development of a vocabulary of about 2,000 words will be aimed at. Facility of expression, however, and a thorough grasp of French idioms will be the main objective.

Friday, 7:30-9:20 P.M.

Four semester hours credit.

Mr. Gino deSolenni, Ph.D.

Texts: *Practical Modern French Grammar*—Cattell & Fotos.

*Trente-Trois Contes et Nouvelles*—Pargment.

*Le Petit Vocabulaire*—Meras.

### FREN. 3—Advanced French.

A reading course and survey of the French Classic Period of the 17th century. The readings will be made from the productions of the great dramatists of the period: Corneille, Racine, and Moliere. A thorough analysis and appreciation of their compositions will be the object of the course. A study of plot, character, language, thought, and style will be made. Brief written essays of a critical nature will be required of the student. *Three years of previous training in French will be required.*

Introductory to the course a brief study of French poetry will be made. A comparative criticism of Corneille, Racine, and Moliere, will be given from the point of view of thought and style. As the course progresses attention will be called to finer points of syntax and of French idiom as they may affect literary style. The influence of the Greek drama upon the writings of Corneille and Racine will be explained. The Aristotelian unities, insofar as they affected their compositions, will also be considered. During the second semester, for a better appreciation of Moliere, a brief treatise in the elements of satire will be given. Exercises in memory will be assigned. This will include idiomatic expressions and excerpts from



plays. A comparative study of the etymology of French words and idioms coming from archaic and corrupt forms of Old French will be instituted. For each play read in class a play by the same author will be assigned for reading outside of class. A period of two months will be allowed for the outside reading which will be included as subject matter for examinations.

Students interested in the history, appreciation, and criticism of dramatic literature, the course will provide an excellent instrument for extending the range of the comparative faculties.

Friday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. Leon E. Fitzgerald, S.J.

Texts: *Nine Classic French Plays*—Seroned & Peyre.

*College French*—Mercier.

*Book of French Verse*—Lucas.

*Unabridged Dictionary*.

## MODERN LANGUAGE COURSES: GERMAN

### G.R. 1—Elementary German.

A fundamental course intended for students who are beginning the study of the German language. The primary object of the course will be to lay the foundation for a reading knowledge in German although considerable time will be devoted to suitable exercises in writing and also to practice in simpler forms of conversation. The course will begin with a careful analysis of the formation and combination of German vowels and consonants coupled with ample pronunciation exercises and then proceed to an intensive training in the rudiments of the grammar and syntax with due emphasis on the following topics: inflection of articles and pronominal adjectives; auxiliaries *sein*, *werden*, and *haben*; declension of pronouns and strong, weak and mixed nouns; uses of the various groups of prepositions; formation of the imperative; normal and inverted word order; weak and strong conjugation with special stress on separable, inseparable, reflexive and impersonal verbs on the modal auxiliaries; strong, weak and mixed declension of adjectives; comparative and superlative degree of adjectives and adverbs; conjunctions and transposed word order; position of infinitive and past participle; formation and uses of subjunctive and of the passive voice; comprehensive review of the various classes of strong verbs and of the rules of syntax and word order. The simple reading exercises of the first semester will be followed by prose texts of increasing difficulty and suitable composition exercises ranging from translation of simple English prose into German to the writing of short themes based on the subject matter of grammar. Gradually conversational exercises will be introduced to prepare the student for the more abundant oral practice in the advanced course.

In connection with the reading special attention will be given to the acquisition of a basic vocabulary of at least 1200 words of high frequency which will be promoted by a study of the main principles of word formation and of the more common idiomatic expressions.

Four semester hours credit.

## GER. 2—Intermediate German.

This course embraces a thorough and systematic review of the German grammar with special emphasis on the more difficult topics such as noun and adjective declension, irregular verbs, especially prefix verbs and modal auxiliaries, the uses of tenses, forms and uses of the subjunctive, passive voice and word order. Attention will be given to the analysis of the more subtle points of style and syntax, and the vocabulary acquired during the elementary course will be improved and augmented in every possible way. The study of synonyms, antonyms, homonyms and paraphrases, and the analysis of compound words and word families will be supplemented by frequent references to the etymological relation of words and to certain principles of word formation and derivation. This vocabulary drill will also include the learning of all frequently used idiomatic expressions.

The reading material which will gradually increase in difficulty will be chosen from the representative works of the narrative or dramatic literature of the nineteenth and twentieth centuries. The main objective will be to promote the intelligent reading of German literature and to enable the student by a careful study of delicate shades of meaning and peculiarities of style to give an accurate and idiomatic translation from German into English. In connection with the reading of the text a background of the literary movements of the respective period will be given and the author's place among his contemporaries and his influence on the development of German literature will be determined.

Furthermore the student will be afforded an opportunity of constant practicing the translation of continuous English prose into German and later in the course themes for free composition will be assigned. The conversational exercises of first year study will be continued in order to develop the speaking facility of the student. Outside reading taken from the works of the contemporary writers will be assigned each semester.

Saturday, 10:30-12:20 P.M.

Four semester hours credit.

Mr. Erich N. Labouvie, Ph.D.

Text: *To be announced.*

## GER. 3—Advanced German: Classical Era.

A reading and appreciation course comprising the study and interpretation of selected works of the outstanding writers of the classical period of German literature. Special emphasis will be laid on the productions of Lessing, Schiller and Goethe including a critical analysis of *Minna von Barnhelm*, *Wilhelm Tell*, *Goetz von Berlichingen*, and *Iphigenie*.

In the beginning of the course an historical survey of the development of German literature during the classical age will be presented to determine the place and significance of the writers and works under discussion. In connection with *Goetz von Berlichingen* a detailed interpretation of the "Storm and Stress" movement will be given, while the reading of *Iphigenie* will be made the basis for a careful study of the classical leanings of the writers of this period. In addition to the dramas read in class certain other works will be assigned as outside reading with a view to furnishing a solid background and a stimulus to further reading. Occasionally short critical themes on these readings as well as on the works studied in class will be required and the student will also be held responsible for the outside reading in final examinations.

a part of the study of language and style special attention will be called to the more subtle peculiarities of German syntax, and common idiomatic expressions and excerpts from the plays read will be assigned for memorizing. The dramas will be made the basis for German conversation in class.

Thursday, 4:15-6:00 P.M.

Four semester hours credit.

Mr. Erich N. Labouvie, Ph.D.

Text: *To be announced.*

#### G. 4—Advanced German: Modern Drama.

An intensive reading course tracing the development of German dramatic literature in the nineteenth century. A series of lectures on the various literary movements of this period will introduce the course to give the student a general background for a comprehensive study of the works of the leading modern dramatists. Special emphasis will be placed on the works of Werner, Kleist, Grillparzer, Hebel, Ludwig, and Hauptmann. The critical analysis of their principal dramas will aim to bring out the essential characteristics and significance of the many literary currents and tendencies of a century that is so rich in intellectual and cultural achievement. The interpretation of the plays to be read in class will include a study of the techniques of drama, plot, characterization and style. The discussion will also call the student's attention to the more difficult points of syntax with frequent assignment of common idiomatic expressions and excerpts from the plays for memorizing. German conversation based on the reading material will be included as a part of the course content.

Outside reading will be assigned to supplement the work accomplished in class and the student will be required to submit short essays of critical nature on his collateral reading which will also form a part of the subject matter of examinations.

Four semester hours credit.

#### G. 5—Advanced German: Modern Fiction.

A reading course in the field of the romantic, realistic and naturalistic novel and short story. The main objective will be a comparative study of the literary tendencies of the nineteenth century as reflected in representative prose works of such writers as Eichendorff, Hauff, Freytag, Ludwig, Keller and Sudermann.

A series of lectures on the development of German fiction since Goethe will open the course. Frequent references to the political conditions and social changes will be made in giving the student a general background for a better understanding of the literary achievements of the time. The interpretation of the class readings will include an analysis of setting, plot, character delineation and style, discussion of sources, origin, foreign influences, and a comparison of the different types of novels and short stories. The works of a few of the authors mentioned will be assigned for outside reading and occasionally short critical essays on proposed topics will be required of the student. These essays will deal mainly with the outside reading for which the student will also be responsible in his examinations.

If the members of the class are interested in acquiring a speaking knowledge of German, their attention will be called to subtle peculiarities of style and syntax; at the same time exercises in memory such as the learning of common idioms, synonyms, and antonyms will be assigned and German conversation based on the class readings will be interspersed as often as possible.

Four semester hours credit.



## MODERN LANGUAGE COURSES: ITALIAN

### ITAL. 1—Elementary Italian.

A beginner's course in the study of the Italian language. Students who have had no previous training or less than a year's study in the language are eligible for admission. A thorough study of the fundamentals of Italian grammar and syntax will be made. Written and oral exercises will be required.

The lessons in fundamentals will progress through the following topics: the Italian alphabet, sound of the vowels, double consonants, combination of letters, syllabification, elision and apocopation, stress and accent; articles, present tense of *comprere*, *vendere*, *finire*; interrogative sentences, subject pronouns, plural of nouns and adjectives; present tense of *essere* and *avere*; negative sentence; prepositions; past descriptive tense of regular verbs; difference between the past descriptive and the past anterior; position of adjectives; paritive construction; future tense; possessive adjectives and pronouns; conjunctive personal pronouns; past participles and their agreement; present tense of *potere*, *volere*, and *dovere*; past perfect and pluperfect tenses; uses of future perfect tense. In the second part of the course the progression of topics will be as follows: cardinal numbers, months of the year; present indicative of *dare* and *stare*; irregular nouns and demonstrative adjectives; relative pronoun; imperative mood; conjunctive personal pronouns and adverbs; present participles and adverbs of manner; progressive construction; disjunctive personal pronouns; the verb *sapere*; past absolute of some irregular verbs; conditional tense; comparison and comparative of inequality; the verbs *dire*, *venire*, *leggere*, and *prendere*; the absolute superlative; comparison of adverbs; irregular comparison, ordinal numbers; and the passive voice.

Approximately twenty lessons in the grammar will be covered during the first semester, and about the same number during the second semester. Exercises in reading will be coincidental with the study of grammar and syntax.

Four semester hours credit.

Texts: *Elementary Italian Grammar*—Russo.  
*Nel Paese del Sole*—Russo.

### ITAL. 2—Intermediate Italian.

A course in the study of the Italian language consisting of advanced work in grammar and readings from Italian literature. It is intended for students who have had less than two years of previous training in Italian. Work in the fundamentals of grammar and syntax will be continued, but the scope of the reading assignments will be increased.

During the first semester the lessons in the assigned grammar-text will be completed. The progression of topics will be as follows: subjunctive mode: impersonal verbs; demonstrative pronouns; compound tenses of the subjunctive mode; subjunctive noun, adjective, and adverbial clauses; conditional clauses; idiomatic use of *da*; irregular verbs; conjunctive pronouns with a dependent infinitive; government of the infinitive; absolute constructions; augmentatives and diminutives. During the second semester a review of the Italian grammar will be made preliminary to more concentrated work on readings and translations. These readings will be made from the writings of the more famous classical and modern authors.

the latter part of the course as familiarity with the language increases, occasional readings will be made from Italian periodicals and newspapers such as the *Illustrazione Italiana*, the *L'Osservatore Romano*, and the *La Tribuna*.

Four semester hours credit.

Texts: *Elementary Italian Grammar*—Russo.

*Nel Paese del Sole*—Russo.

*Cuore*—De Amicis.

*Advanced Italian Lessons*—Costa.

*La Locondiera*—Goldoni.

*I Primesi Sposi*.

### ITAL. 3—Advanced Italian.

A course in Italian reading and conversation. Students who have had at least two years but not more than three years of previous training in the language will be eligible for admission. A study of grammar, composition, and idiomatic conversation will be combined with readings and translations in this advanced course. Various kinds of Italian literature such as the essay, the story, the novel, and the drama, will be included within the scope of the readings. Collateral readings and reports will be required. Current reviews such as the *La Nuova Antologia* and the *La Riforma Cattolica* will also be used for reading purposes and translation in class.

Thursday, 6:30-8:20 P.M.

Four semester hours credit.

Mr. Gino de Solenni, Ph.D.

Texts: *Advanced Italian Lessons*—Costa.

*La Mie Prigioni*—Pillico.

*La Francesca de Rimini*—Pillico.

*Il Signo Io*—Farina.

*Il Piccolo Santo*—Bracco.

*Il Risorgimento*—Van Horne.

*Storia della Letteratura*—Flaminis.

## MODERN LANGUAGE COURSES: SPANISH

### SPAN. 1—Elementary Spanish.

A beginner's course in the study of the Spanish language. Students who have had no previous training or less than a year's study in the language are eligible for admission. A thorough study of the fundamentals of Spanish grammar and syntax will be made. Written and oral exercises will be required.

The lessons in fundamentals will progress through the following topics: the Spanish alphabet, sound of the vowels, consonants, combination of letters, syllabification, apocopation, stress and accent; articles, present tense of *amar*, *vender*, *vivir*; interrogative sentences, subject pronouns, plural of nouns and adjectives, agreement of the adjectives with the nouns; present tense of *ser*, *estar*, *tener* and *haber*; negative sentences, prepositions; imperfect and preterit tenses of regular verbs; difference between imperfect and preterit; position of adjectives; partitive construction; future and conditional tenses; possessive adjectives and pronouns; conjunctive personal pronouns; past participles and their agreement; present tense of: *ir*, *poder*, *dar*, *venir*, *querer*, *hacer*, *saber*, *ver*, *querer*, *andar*; compound tenses; present participles.

In the second part of this course, the following topics will be used: cardinal numbers, days of the week, months of the year, names of seasons; relative pronouns, demonstrative adjectives and pronouns; imperative mode; formal and informal or polite and familiar; adverbs, progressive construction; disjunctive personal pronouns; pronouns used with prepositions; comparison of adjectives; superlative absolute; ordinal numbers; subjunctive mode in noun clauses, adjective clauses, adverbial clauses; subjunctive used independently; passive voice; idiomatic expressions of verb *hacer*, *poner*, *caer*, *audar*, etc.

Approximately fifteen lessons in the grammar will be covered during the first semester and same number during the second semester. Exercises in reading will be incidental with the study of grammar and syntax.

Four semester hours credit.

### SP. 2—Intermediate Spanish.

A course in the study of the Spanish language consisting of advanced work in grammar and readings from Spanish literature. It is intended for students who have had less than two years of previous training in Spanish. Work in the fundamentals of grammar and syntax will be continued, but the scope of the reading assignments will be increased.

During the first semester the lessons in the assigned grammar text will be completed: subjunctive mode, irregular verbs, conditional clauses, government of the infinitive; augmentatives, diminutives, conjunctive pronouns, etc.

During the second semester great emphasis will be given to the readings and translations of the most famous Spanish writers of modern and contemporary period.

Four semester hours credit.

### SP. 3—Advanced Spanish.

A course in reading and conversation. Students who have had at least two years but not more than three years of previous college training in the language, will be eligible for admission.

A study of advanced grammar, composition and conversation will be combined with readings and translations. Various forms of Spanish literature such as the *cuento*, the novel and the drama will be included within the scope of the readings. Collateral readings and reports will be required.

Wednesday, 4:15-6:00 P.M.

Four semester hours credit.

(Professor: To Be announced).

### SP. 4—Advanced Spanish: Contemporary Writers.

The course will deal with a detailed study of the contemporary Spanish and Spanish-American writers. The first semester will be dedicated entirely to the study and criticism of the Spanish writers such as: Blasco Ibañeta, Benavente, Martínez Sierra, Quintero Brothers, Fernández Flores, Paidó Bazán, Machado, J. R. Jiménez, Valle Inclán, Palacio Valdés, etc.

In the second semester the works of the most important Latin American writers such as: Dona Barbara, La Voragine, Don Segundo Sombra, La Gloria de D. Ramón, El hombre de hierro, Azul—La Amada Inmortal, Facundo, Ariel, etc. will be read and commented.

Four semester hours credit.



## PHILOSOPHY COURSES

### P L. 1—Dialectics.

A fundamental course in Philosophy. As an introductory course its purpose is to train the student in the mechanics of thought and make him familiar with the principles of correct reasoning. To this end a study will be made of the major activities of the mind, namely the Simple Apprehension, the Judgment, and the Process of Reasoning. The corresponding external expressions of these activities, namely the Term, the Proposition, and the Argument will also be treated in detail.

The Idea as the basic unit of thought will be thoroughly examined in the beginning of the course. Topics for discussion will include: the phantasm and the idea; the subjective and objective concept; comprehension and extension of ideas; obscurity, and distinctness of ideas; compatibility and repugnance of ideas; identity and diversity of ideas; the direct and reflex universal idea; the division of universal ideas into Predicaments and Predicables. The rules for definition and division will also be considered in this part of the treatise. Then will follow a study of the Judgment. This will involve consideration of its material and formal elements; its quality and quantity; its import and implications; its division into mediate and immediate, analytic and synthetic, categorical and hypothetical; its relation to truth and falsity. After this the nature of the Reasoning process will be investigated. The function of Inference in general will first be analyzed, and the difference between immediate and mediate Inference explained. Attention will then be given to the importance of the Middle Term in syllogistic Reasoning and the rules governing legitimate processes. The final lectures will be devoted to a study of the various forms of Reasoning and the rules determining their legitimate use.

During this course examples both of correct and fallacious Reasoning drawn from various sources will be offered to the student for testing, and exercises will be assigned for practical application of the principles established.

Friday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. John J. Murphy, S.J.

Mon. & Wed., 7:30-9:20 P.M.

Rev. D. F. X. O'Connor, S.J.

(2nd. sem.)

Text: *Lessons in Logic*—Murphy, S.J.

### II. 2—Epistemology.

A philosophical defence of human knowledge. The object of this course is to vindicate the cognoscitive faculties of man. This will involve a critical examination of various theories of knowledge concerning the nature, sources, and criteria of truth. In the application of logical analysis the contradictions and inconsistencies of false theories will be exposed, and the soundness of the Scholastic position justified.

In the preliminary lectures the nature of logical truth will be examined and the mental attitudes of ignorance, doubt, opinion, and certitude, will be discussed. The question of the mind's capacity to attain formal certitude will then be treated, and the arguments of the Universal Sceptics will be refuted. This will be followed by a study and rejection of Descartes' theory of Methodic Doubt. The first part of the course will close with a defence of the Scholastic doctrine of Three Primary Truths, the proper beginning of philosophy, and of Objective Evidence as the ultimate

criterion of truth. The second part will comprise a discussion and refutation of several theories of Idealism, namely, the Objective Idealism of Berkeley, the Subjective Idealism of Fichte, and the Transcendental Idealism of Kant. A study of the nature and kinds of certitude will complete this part. The third part will be devoted to a study and defence of the various sources of knowledge, namely, the external and internal Senses, Consciousness, Memory, Testimony, Reasoning, and Intelligence. In connection with this latter the problem of Universal Ideas and their validity will be discussed. The treatise will close with an examination and refutation of two theories known as Relativism and Pragmatism.

During the progress of the course an opportunity will be had to discuss other theories of knowledge such as Traditionalism, Materialism, Rationalism and Christian Science.

Thursday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. D. F. X. O'Connor, S.J.

Friday, 4:15-6:00 P.M.

Rev. Francis Flaherty, S.J.

Text: *Problems of Epistemology*—Harding, S.J.

### PHIL. 3—Cosmology.

A philosophical study of the corporeal universe. The object of the course is to ascertain by the light of human reason the ultimate explanation of the origin, purpose, and nature of the material world in which we live. Employing as premises the data of common experience and the conclusions established in the various natural sciences respecting the properties of bodies, the treatise will proceed by sound argument to establish the true ultimate answers to the problems proposed.

The first question to be discussed pertains to the origin of the world. Did it exist from all eternity or was it created in time? Three theories offering to solve this problem will be studied, namely, Pantheism, Materialism, and Creationism. This will involve a study of the perfection of the world in order to determine whether it is finite or infinite, contingent or necessary. In confirmation of the theory of Creationism two opposed theories respecting the order manifest in the world will then be studied, namely, the Mechanistic theory and the theory of Finality. Since the doctrine of Finality establishes the existence of an intelligent Creator of the world, the following lectures will be devoted to a study of the purpose for which the world was created. There will follow a discussion of the physical laws and the possibility and cognoscibility of miracles. The treatise will conclude with an entry into the ultimate constitution of bodies. In this connection three theories will be studied, namely, Atomism, Dynamism, and Hylomorphism.

During the course various doctrines concerning the nature of space, time, motion, and substantial changes, will be studied and evaluated.

Saturday, 10:30-12:20 P.M.

Two semester hours credit.

(1st. sem.)

Rev. Francis Flaherty, S.J.

Monday, 7:30-9:20 P.M.

Rev. Francis J. Coyne, S.J.

(2nd. sem.)

Text: *Cosmology*—McWilliams, S.J.

**P L. 4—Fundamental Psychology.**

philosophical study of life in general. The purpose of this treatise is to establish, as far as human reason can do so, ultimate truths concerning the nature and origin of life in the universe. This will involve a study of vital phenomena variously manifested in the activities of plants, of animals, and of men. The conclusions arrived at will be based on common observation supplemented by the factual data of experimental science.

The first lectures will be devoted to a discussion of the difference between transient and permanent action for the purpose of ascertaining the precise nature of life common to all living things. The following lectures will defend the existence of three essentially different kinds of life as an explanation of the manifest diversity of vital phenomena. The existence in every living thing of a substantial principle of life essentially different from matter and chemical force will then be asserted and defended against the Mechanistic theory that vital activity is simply the product of chemical action. After this an explanation will be given of the true relation of the vital substantial principle to the living body. Its substantial union with the living body will be defended against the Vitalistic theory which advocates a merely accidental union. The theories of the Animistic and Pansychistic schools which exaggerate the nature of the substantial principle will be refuted at this point. Several theses explaining the limitations of the vital principle in the plant and animal world will be offered. A discussion of the important question as to the existence of animal life in animals will conclude this part of the course. The final lectures will be devoted to the much mooted questions of the origin of life, and the origin of species. The theory of Spontaneous Generation offered by materialistic philosophers to explain the first appearance of life in the world will be criticized and the soundness of the Scholastic doctrine upheld. With reference to the origin of species Lamarck's theory of Transformism, Darwin's theory of Natural Selection, the theory of pansychism, the Germplasm theory, and other evolutionary theories will be explained and criticized.

This course will serve as a foundation for the the following treatise which will be devoted exclusively to a study of the vital activities of man.

Thursday, 8:30-9:20 P.M.

Two semester hours credit.

Rev. John A. McCarthy, S.J.

Saturday, 11:20-12:20 P.M.

Text: *Fundamental Psychology*—Dolan, S.J.

**P L. 5—Advanced Psychology.**

philosophical study of the human soul. This treatise will be devoted exclusively to a study of life as it is manifested in the activities of man. The enquiry will be restricted to those vital phenomena which pertain to the sensitive, intellectual, and appetitive faculties of man. The primary purpose of the course is to explain and defend the Scholastic doctrines concerning the nature, origin and destiny of the human soul. Its secondary object is to explain and refute erroneous theories on these highly important questions. Personal introspection, objective observation, and empirical psychology will supply the data upon which the various conclusions will be founded.

Several theses will be devoted in the beginning of the course to a consideration of the sense faculties. The existence of permanent sense faculties will first be established. It will then be shown that the activities of these faculties must be ultimately at-



tributed not to the body alone, nor to the soul alone, but to both the body and the soul united substantially in one essentially composite nature. The function of the several senses in the act of perception, and their relation to the mind in its perception of external material objects, will then be defined. A discussion of the various internal sense faculties will conclude this part of the course. The nature of the human intellect will be the subject of the following lectures. Its immateriality will first be defended, and the nature of its dependence on the brain will be explained. After a discussion of the universal nature of the intellectual idea, the question of its origin will be studied. The theories of Plato, Descartes, Spinoza, Leibnitz, and Kant will be examined and criticized, and the Scholastic position explained and defended. The existence of an immaterial appetitive faculty called the Will, and its freedom of choice in many of its acts, will form the subject matter of the concluding lectures of the second part of the treatise. In the third division the various characteristics of the soul will be studied. It will be shown that it is a permanent spiritual substance, essentially and integrally simple, the substantial form of the human body which specifically determines man as a rational being. Its immortality and its production by the creative act of God will be defended at this point. The final lectures of the course will treat of various evolutionary theories offered to explain the origin of man. It will be shown that it is intrinsically repugnant for the complete living man to have evolved from a brute animal, and furthermore, that neither the so-called direct nor the indirect evidence of Anthropologic Evolutionists has established with scientific probability that even the body of man has evolved from that of an ape.

During the course theories of the Ego advanced by Kant, Hume, Mill, Bain, William James and other modern psychologists, will be studied in detail and criticized in the light of factual data supplied by conscious mental states.

Wednesday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Stephen A. Koen, S.J.

Saturday, 11:30-12:20 P.M.

Rev. Frederick W. Boehm, S.J.

Text: *Advanced Psychology*—Dolan, S.J.

## PHIL. 6—Ontology.

A course in General Metaphysics. The precise purpose of this treatise may be gleaned from the definition of Ontology which is described as the science of all things from the point of view of *being*. It is, in other words, the science of all things that have been or now are or may be, considered as having in common the attribute of *being*. Since each and every concept represents some form of being or its opposite, the object of the course is to establish the validity of our most fundamental concepts and the ultimate universal principles which are based upon them. This will involve a study of such concepts as substance and accident, essence and existence, unity and plurality, actuality and potency, cause and effect, good and evil, truth and error.

In the first lectures consideration will be given to the manner in which the intellect attains to its concept of *being as such*, and the logical unity of this concept will be explained. The question will then be raised as to the manner in which this most abstract concept is predicated of its immediate inferiors. This will involve a discussion on the analogy of Being. The following lectures will explain the nature of four fundamental principles, namely, the Principles of Identity, Contradiction, Excluded Middle, and Sufficient Reason. Their universal objective validity as laws of reality as well as laws of thought will be defended in opposition to the

ties of Kant, John Stuart Mill, and others who hold that they are simply laws of thought. The question of possibility will then be treated in a series of theses having as their object the ultimate ontological explanation of all intrinsic possibility. The relation between essence and existence, and the characteristics of all essences will be the topics of subsequent lectures. In the following section the transcendental attributes of Being will be explained and proofs will be offered in defence of the Scholastic doctrine that each and every reality has the ontological attributes of unity, truth, and goodness. This will lead naturally to a discussion of the ever recurring problem of evil, and it will be shown that all evil must be explained as an absence of some perfection. In the final lectures the concept of causality will be examined, the kinds of causes will be distinguished, and the validity of the concepts will be decided.

From a philosophic point of view too great an insistence cannot be placed upon the importance of a thorough training in General Metaphysics. In it the philosopher analyzes and vindicates the fundamental concepts and principles which all natural scientists in their researches assume as valid but whose validity they too often deny in moments of philosophical speculation.

Monday, 7:30-9:20 P.M.

(1st. sem.)

Two semester hours credit.

Rev. Francis J. Coyne, S.J.

Friday, 7:30-9:20 P.M.

(2d. sem.)

Rev. Francis E. Low, S.J.

Saturday, 10:30-12:20 P.M.

(2d. sem.)

Rev. Francis Flaherty, S.J.

Text: *Scholastic Metaphysics*—McCormick, S.J.

## PHIL. 7—General Ethics.

A philosophical treatise on the principles of moral conduct. The purpose of the course is to determine the basic laws which serve as the foundation of morality according to which human action should be guided and regulated. This will necessitate a study of man as a rational being endowed with a faculty of free will which constitutes him a responsible agent in many of his actions. It will also involve a consideration of man as a social being intended by nature to live in community with other men for the attainment of mutual peace and happiness.

The first lectures will be devoted to a study of the nature, object, and necessity of the science of Ethics. Its definition as a normative science will be explained, and the difference between voluntary and involuntary human acts will be clarified for a better comprehension of the scope and application of moral law. The treatise will then proceed to determine a norm of morality which will be both ultimate and universal. This will require a consideration of man's ultimate destiny and proximate end of life. It will involve a scrutiny and criticism of various false norms of morality such as those offered by Mill, Spencer, Kant, and Utilitarian and Hedonistic schools of philosophy. The following lectures will be devoted to a study of the nature and attributes of law. It will be shown that there exists in man a natural moral law which reason itself discovers. The relation of positive law to the natural law will be explained, and the concepts of authority and sanction will be analyzed. There will follow a discussion on the function of conscience with reference to the application of moral principles to individual acts. Questions pertinent to doubtful and prudentially certain conscience will be discussed. In the final lectures the concepts of right and duty will be treated. Topics for study will include: relation of the moral order to the natural order; the subject of a right; coactivity and coercion;

the relation of rights and duties. The treatise will close with a consideration of conflict between concrete individual rights.

This course is intended to serve as a necessary groundwork for the treatise in Special Ethics. A firm grasp of the fundamental principles established in the lectures is required for an adequate appreciation of their application to specific problems of morality to be studied in the following courses.

Monday, 4:15-6:00 P.M.

Four semester hours credit.

Tuesday, 7:30-9:20 P.M.

Rev. Joseph R. Walsh, S.J.

Text: *General Ethics*—Sullivan, S.J.

## PHIL. 8—Special Ethics.

A philosophical treatise comprising an application of fundamental moral principles to specific situations. The purpose of the course is to determine man's rights and obligations in a variety of concrete circumstances which affect his life both as an individual and as a social being. The morality of human acts in specific cases will be determined in the light of man's triple relation to God, to himself, and to other men.

Individual ethics will be the subject of the first lectures. The obligation of man as a created being to render worship to God will be established. It will be shown, also, that indifference in the question of religion is contrary to the natural law. The following lectures will deal with the question of lying. The difference between a lie and a broad mental reservation will be explained. Questions pertaining to the preservation of life will then be discussed, and will include such topics as suicide, the direct killing of another, mutilation, indirect killing of oneself, the duty of preserving life and health, the use of force even to the taking of another's life, an unjust aggressor, duelling, and the moral, physical, and intellectual rights of others. The lectures will then turn to a study of industrial ethics. Several classes will be devoted to a study and criticism of Socialism. The right of private ownership will be defended. Various titles to ownership will be explained, such as occupancy, labor, gift, inheritance, prescription, and accession. The living wage, labor unions, and strikes will also be studied. There will follow a treatise on the ethics of family life. The concept of society will be analyzed, and various forms of natural society will be explained. The nature, purpose, and permanency of conjugal society will be treated. It will be shown that polygamy and perfect divorce are contrary to the natural law. Ethics of civil society will constitute the subject matter of the final part of the course. The immediate intrinsic purpose of civil society will first be clarified, together with the question of the origin of social authority. The dependence of civil society on the consent of the individual members comprising it will be defended. Contrary theories advocated by Hobbes and Rousseau will be challenged. The right of civil society to inflict capital punishment will be defended. The conditions justifying lawful war will be analyzed. The right of parents to educate their children will be defended. The relation of Church and State will be explained, and certain questions bearing on a conflict of respective rights will be discussed.

During the course, time permitting, attention will also be given to other questions, such as birth-control, euthanasia, and sterilization, which in recent years have been assigned front-page importance in popular literature.

Friday, 7:30-9:20 P.M.

Four semester hours credit.

Saturday, 9:30-11:20 A.M.

Rev. Joseph R. Walsh, S.J.

Text: *Special Ethics*—Sullivan, S.J.



**PHIL. 9—Natural Theology.**

philosophical enquiry into the existence and attributes of God. The object of the course is to investigate the grounds for an intellectual assent to the existence of a supreme Being distinct from the universe. Arguments based on natural reason will be offered in proof of the validity of the idea of God as commonly understood by the average human being. After the validity of the idea of God has been determined the treatise will proceed to ascertain, as far as human reason will allow, the nature and attributes of the supreme Being.

The treatise will start with an analysis of the idea of God as it is commonly found in the thoughts of men. This natural or unphilosophic concept represents God as a supreme Being who is the lord and ruler of the universe. Whether or not such a Being exists will be the first important question for consideration. Are there sufficient reasonable grounds for an affirmative answer? The lectures at this stage of the treatise will elucidate the various arguments which vindicate the reality of the concept of God. The first of these are known as the metaphysical arguments and are based on the fact of motion in the universe, the contingency of things, and the impossibility of an infinite series of produced beings. On the principle of the need of a sufficient reason for everything, these arguments will prove the existence of God as the prime mover and ultimate source of all actuality, necessary being and the ultimate reason for the existence of everything else, as the self-existent first cause of all things that are caused or produced. The following lectures will set forth the arguments known as the physical arguments in proof for God's existence. They are based on the manifest and widespread order in the universe and the overwhelming evidence of finality and design in nature. The final arguments known as the moral arguments for the existence of God will be based on the universal belief of all men in all ages that such a being exists. Various objections against the different arguments will be considered and replied to as the lectures proceed. In the final part of the course the lectures will develop and expand the idea of God out of the various deductions flowing from the facts of His existence. The essence of God will be considered first, and then will follow a study of His attributes including those known as unicity, simplicity, immutability, eternity, immensity, omniscience, and omnipotence. Certain difficulties relating to God's knowledge, free will, and omnipotence will be examined. The course will close with lectures on the purpose of creation, divine conservation and concurrence, the providence of God, and the possibility of miracles.

Friday, 7:30-9:20 P.M.

(1st. sem.)

Monday, 4:15-6:00 P.M.

(2d. sem.)

Text: *Natural Theology*—Dolan, S.J.

Two semester hours credit.

Rev. Stephen A. Koen, S.J.

Rev. James J. Mohan, S.J.

**PHIL. 10—History of Philosophy I.**

The history of philosophical thought before the Christian Era. The object of the course is to study and criticise the more important systems of thought which preceded the dawn of Christianity. The ancient philosophies of the East, and the various schools which had their origins in Greece and Rome, will provide the field for this examination. For a more direct and intimate knowledge of each system readings will be made from the texts of the various philosophers. Explanations and discussions will be accompanied by a criticism aiming to discriminate the true and false elements in each system.

The course will begin with an examination of the records of Egypt, Babylonia and China, which represent the earliest known systems of thought. From the 'Book of the Dead' will be traced the Egyptian philosophy on such questions as the immortality of the soul and the existence and nature of God. The Babylonian and Chinese thought on these and kindred subjects will be revealed from similar documents. The evolutionary theory that monotheism is the last step in the growth of religious belief will be examined in the light of evidence in these primitive documents pointing to definite monotheistic philosophy. In the study of Indian mystical philosophy, hymns from the 'Rig Veda', and passages from the Brahmin and Buddhist writings will be read, and an endeavor made to appraise at their correct value these important contributions to the history of thought. The second part of the course will deal with the philosophy of ancient Greece. The contribution of Socrates, Plato and Aristotle will merit special consideration, and will be preceded by a brief study of the development of Greek philosophy prior to their appearance. The poetical system of Platonic ideas will be thoroughly discussed, and its teaching compared with those of Aristotle. The course will conclude with a study of Aristotle's rational method, and reasons will be advanced why his system rather than that of Plato was accepted by the Scholastics as a basis of Christian philosophy.

As occasion presents itself during the course the influence of early philosophies upon modern skeptical, idealistic, and pragmatic systems will be pointed out.

Four semester hours credit.

Text: *The History of Philosophy*—Glenn.

## PHIL. 11—History of Philosophy II.

A course in Patristic and Medieval philosophy. The lectures will attempt to trace the origins and developments of the system of thought known as Scholasticism. This will involve a study of the philosophies in vogue at the beginning of the Christian Era, their influence upon the writings of the early Fathers, and the contributions of these latter to the completed system of Scholastic thought which had its culmination in the writings of St. Thomas Aquinas. The treatise will cover the field of philosophic thought from the Apostolic Age to approximately the sixteenth century which marks the beginning of Modern philosophy in the writings of Descartes.

To be treated in the preliminary lectures will be the systems known as Stoicism, Skepticism, Epicureanism, and the Eclectic philosophy of Cicero. The following lectures will consider the beginnings of the Christian philosophy which attained its peak in the writings of St. Augustine. The fluctuations in the thought of Augustine from his first adherence to Manichaeism, then to the more elevated but still pagan system of Plotinus, followed by his acceptance of Neo-Platonism, and finally to Christianity, will be studied in his famous "Confessions". The Christian philosophers from the time of Augustine to the Middle Ages will form the subject matter of the next part, and the influence of Platonic thought on their philosophy, especially as manifested in the works of St. Anselm and St. Bonaventure, will be pointed out. The story of the introduction of the text of Aristotle to the western world through the Arabian philosophers of Moorish Spain will then be told. Difficulties which arose from imperfect translation and faulty interpretation of the original text by the Arabian thinkers will be examined. The treatise will close with a study of the momentous labors of St. Thomas Aquinas. The historic contribution which he made to purify the text of Aristotle from the accretions of the ages, and to

interpret correctly the thought of the Greek philosopher, will be narrated. The influence of his "Summa" on subsequent philosophic thought will deserve special consideration.

Though the course will be devoted substantially to the history of Scholastic philosophy, time will be given to consider some modern criticism of Scholasticism. The false elements of this criticism, due for the most part to a lack of true knowledge of the system, will be indicated.

Monday, 4:15-6:00 P.M.

Four semester hours credit.

Rev. F. W. Haberstroh, S.J.

## RELIGION COURSES

### REL. 1—The Divinity of Christ.

A philosophical vindication of belief in the divinity of Jesus Christ. The purpose of the course is twofold: first, to establish the credibility of the sources from which is derived our knowledge of the life and teachings of the Founder of Christianity; and then to examine the contents of the documents known as the *New Testament* to determine whether or not they reveal two things: (a) that Christ claimed to be divine and (b) that He supported His claims to divinity by performing deeds which only the infinite power of God could accomplish.

In the preliminary lectures the possibility of a divine revelation and the reasonableness of miracles will be considered. For a clear comprehension of the central issue involving the historical value of the New Testament, a detailed account will be given of the oldest extant copies of the gospel manuscripts. Arguments will be adduced from external and internal sources to prove that these earliest known manuscripts are substantially true copies of original manuscripts which were written during the life-time of the first followers of Jesus Christ. Arguments of modern critics designed to show that they were written long after the death of the Apostles will be challenged and refuted. In order to establish the genuinity and authenticity of the gospels, recourse will be had to the writings of men who lived contemporaneously with the Apostles and their first disciples. The testimony of pagan and non-Christian authors will be offered in confirmation of the overwhelming testimony of the earliest Christian writers. The latter part of the course will be devoted to a study of Christ's teaching concerning Himself. It will be shown that He claimed to possess powers and attributes co-equal with those of God. The rationalistic theory that His Messianic Consciousness was imposed upon Him by idol-worshipping companions will be refuted. After establishing the variety of His claims to divinity, an enquiry will then be made into the nature of the deeds which Christ performed in support of them. This will involve a study of the accounts which attribute to Him: (a) cures of the sick and infirm, (b) the domain of nature, (c) resuscitations from the dead, and (d) His own resurrection from the grave. The attempts of rationalistic critics to exclude every vestige of a supernatural agency in the works of Christ and to substitute natural causes to explain His miracles will be fully exposed. The final lectures will deal with various theories conceived by hostile critics for the purpose of destroying the traditional belief in the resurrection of Christ.



Throughout the course the narratives of the New Testament will be employed simply as *historical* documents, and at no time will they be appealed to as the *inspired Word of God*. The entire aim and object of the treatise is to show on strictly logical grounds that in these documents we have at our disposal a trustworthy instrument of certain knowledge about a historical character, and that no one with a mind free from prejudice can fail to conclude from the evidence therein presented that this person, Jesus Christ, was veritably and unequivocally the Incarnate God.

Friday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Lemuel P. Vaughan, S.J.

Saturday, 11:30-12:20 A.M.

(Professor: To Be announced.)

Text: *The Defense of the Catholic Church*—Doyle, S.J.

## REL. 2—The Church of Christ.

A critical study of the manner in which Jesus Christ desired His teachings to be preserved and propagated. The purpose of the treatise will be to prove: first, that He founded a teaching-body and bestowed upon it full and complete authority to make known His doctrines to all future generations; second, that He bestowed upon this organization a guarantee to protect it from error in disseminating His doctrines; third, that He appointed one man to act as the supreme head of this body, bestowing upon him special prerogatives which were not given to the others; fourth, that He formally and explicitly intended that all other men should be united to this body and to this head, thus forming a visible religious society professing and practicing a common Christian faith.

In the presentation of the arguments required to establish the principal point of issue, recourse will be had to the gospel narratives whose credibility is the subject of the previous treatise. These documents will be employed as historical accounts. The testimony of many early Christian writers will be adduced in confirmation of the arguments drawn from the New Testament narratives. In developing the treatise it will first be shown that Jesus gathered around Him a group of companions for the purpose of imparting to them definite religious doctrines. It will then be shown that He desired these companions to teach these doctrines to other men. The question will then be proposed: Did Christ want these doctrines taught only to a few men of His time, or to all men of all times? Arguments will be offered in proof of His desire that His teachings should be preserved and taught universally throughout the world until the end of time. The discussion will then turn upon the merits of the Protestant "rule of faith", namely, the private interpretation of Scripture, and it will be shown not only that Christ never authorized it as a norm of Christian faith but also that He explicitly denounced it. Subsequent lectures will reveal that Christ promised to His Apostles, including Peter, His guiding protection in the teaching of His doctrines. In this part of the treatise it will also be shown that he chose Peter apart from the other Apostles and named him as the head of His Church.

Wednesday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Lemuel P. Vaughan, S.J.

Text: *The Defense of the Catholic Church*—Doyle, S.J.

### REL. 3—The Redemption.

A systematic exposition of Catholic teachings on the Redemption. The lectures deal with the mystery of the Incarnation for the purpose of explaining and clarifying the traditional doctrines of the Catholic Church relative to the central of Christian faith. Arguments will be rested both in the Bible as the inspired of God, and in the writings of the early Fathers and Doctors of the Church. The first lectures will treat of the hypostatic union of the divine and human natures in the Person of Jesus Christ. This will call for a philosophic explanation of the meaning of person. Against the Docetae the reality of Christ's human nature will be defended. It will be shown that Christ was truly man. The following lectures will defend the teaching that Christ was but one Person possessing both divine and human nature. The Nestorian heresy that in Christ there were two persons will be refuted both by the testimony of Sacred Scripture and by argument and testimony of the early Fathers. An enquiry will then be made into the human nature of Christ centering on the question of His possession of a human intellect and a human will. Against certain rationalistic arguments tending to show that Christ was not free from all human failings in the moral domain, proof will be given of His perfect sanctity. Attention will then be turned to a consideration of the redemptive purpose of the Incarnation. From many clear texts of Scripture the fact of Redemption will be established. The nature of the satisfaction made by Christ for the sins of mankind will be explained. Against certain erroneous teachings that Christ did not suffer and die for all men, the universality of His satisfaction will be established. The nature of worship due to Christ will be the subject of the next lectures. A transition will then be made to the question of the place of Christ's Mother in the redemptive plan. The Nestorian and Eutychian teaching that Mary was not the Mother of God will be challenged and refuted. Her perfect virginity, her Immaculate Conception, and freedom from sin, will also be defended. The Catholic teaching on the Assumption of Mary will be elucidated. Subsequent lectures will treat of devotion to Mary and to the Saints, and of the veneration of relics and images. The final phase of the course will deal with the fruits of the Redemption applied to mankind. The nature and necessity of grace will be explained. Against the Lutheran and Calvinistic teaching that man is not free to accept or reject God's grace, proofs will be drawn from Scripture in support of the Catholic doctrine of man's freedom of choice under the influence of divine grace. The treatise will close with an explanation of the Catholic teaching on efficacious grace and justification.

Monday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. Stephen A. Koen, S.J.

Text: *God the Redeemer*—Herzog, S.J.

### REL. 4—The Sacraments.

A treatise on the Sacramental system instituted by Jesus Christ. To explain the origin, nature and particular effects of each of the seven Sacraments is the purpose of the course. The lectures will be based on the traditional teaching of the Church from apostolic times. Proofs for the divine institution of the Sacraments will be drawn from the texts of the New Testament. The writings of the earliest Fathers of the Church will be appealed to as evidence of the continual and unchanging teaching of the Church concerning essential matters which pertain to the administration and effects of these sources of divine grace.

The first lectures will discuss and explain the definition of Sacrament in general, the matter and form of a Sacrament, the difference between a Sacrament of the dead and a Sacrament of the living. Thereafter each Sacrament will be considered separately and treated in detail. The institution of the Sacrament of Baptism will first be proved from Scripture. A brief history of the method of baptising will be given. Its necessity and effects, its matter and form, and its proper minister will be discussed. The validity of infant Baptism will be proved. The purpose of Confirmation will then be explained, and its institution by Jesus Christ will be proved. The following lectures will be devoted to a thorough study of the Holy Eucharist. From Scriptural sources its institution as a Sacrament will be proved. The doctrine of Transubstantiation will be explained and the real presence of Christ in the Eucharist will be defended. Opposing theories will be considered and refuted. The Sacrifice of the Mass will then be studied. The nature of sacrifice in general will be explained, and the relation of the Sacrifice of the Mass to the Sacrifice of the Cross will be discussed. The essence of the Mass, its unity, its value as an act of divine worship, will be given minute consideration. There will follow a treatment on the Sacrament of Penance in which the following topics will be studied: contrition and forgiveness of sin, power of forgiving sins conferred upon the Apostles of Jesus, proofs of the sacramental nature of this power, minister of the sacrament, necessity of jurisdiction, the subject of the sacrament, required disposition for efficacy of the sacrament, its matter and form, and its effects. The subject of Indulgences will be treated in this part. The final lectures of the course will deal with the Sacraments of Extreme Unction, Holy Orders, and Matrimony. These lectures will follow the same general plan described above. In the discussion of Matrimony special topics of vital importance will be treated, such as the nature of the marital contract and its indissolubility, the matter and form of the Sacrament, its minister, Polygamy and the natural law, the question of divorce, the Pauline Privilege, impediments to Matrimony, and dispensation from certain impediments. Certain mooted points on the relation between civil and religious authority in respect to the marital contract will be presented and clarified.

With this treatise will be concluded the courses in Religion.

Monday, 6:30-7:20 P.M.

Two semester hours credit.

Rev. D. F. X. O'Connor, S.J.

Text: *Channels of Redemption*—Herzog, S.J.

## SCIENCE COURSES: BIOLOGY

### BIOL. 1—Botany.

An introductory course in the study of living things. The scope of the enquiry will be restricted to a study of vital phenomena manifested in the plant kingdom. A combination lecture and laboratory method will be followed. The lectures will treat particularly the morphology and physiology of plants. In the laboratory work specific plants in each phylum will be studied with the aid of the microscope, the object being to acquaint the student with the fundamental principles of biology.

Preliminary to the actual study of plants a short treatise on general biology will be given. Fundamental biological principles applicable to all organisms will be discussed. The following subjects will be considered: biology and its subdivisions, protoplasm, the cell, cell divisions, meiosis, vital functions, theories on the origin of life.



principle, differences between living and non-living matter, classification, methods of reproduction, and photosynthesis. A study of specific plants will follow. Characteristic features of the four phyla of the plant kingdom will be described. Beginning with the simplest form and proceeding to those which are more complex, several individual plants under each phylum will be studied in detail. Under the phylum Thallophytes the sub-phylum Algae, representatives of the simplest chlorophyll-bearing plants of the various classes, will be examined. Yeast, bread molds, and other non-chlorophyll-bearing specimens will be studied under the sub-phylum Fungi. Under the phylum Bryophytes the histology and life history of the *Marsippospora* will receive detailed consideration. The fern will be utilized to illustrate characteristics of the phylum Pteridophytes. In connection with the study of the phylum Spermatophytes, the histology and physiology of the stem, root, leaf, and flower will be thoroughly considered. The significance of seeds and fruits will be the subject of the final lectures.

The course may be considered as a unit complete in itself as a study of the plant kingdom. For students contemplating advanced study in other biological sciences, it will provide necessary fundamental training in biological principles and laboratory techniques for proper methods of observation.

Four semester hours credit.

Text: *Elements of Botany*—Holman & Robbins, 2d. ed.

## OL. 2—General Biology.

A fundamental course in the study of biology consisting of one hour lecture and two hours of laboratory work each week for two semesters. The object of the course is to equip the student with the basic biological background required for philosophical, biological, and education studies.

The lectures will deal with such topics as the physical and chemical properties of the living organism, the Cell Theory and cell morphology, classification of animal organisms, Parasitism and its relation to man, the anatomy of the vertebrate systems, physiology of the digestive, circulatory, excretory, respiratory, nervous, integumentary and reproductive system. Special attention will be given to the nervous system. The physical theories of vision, hearing, taste, smell and touch will be treated in reference to this system. A survey and discussion of the facts of biology will conclude the lecture work. The laboratory work will include instructions in the technique and use of the laboratory, the use of the microscope, dissection and drawings of the vertebrate systems and elementary experiments in nerve physiology.

An opportunity for coordinating these studies with philosophy, sociology, or education will be afforded. Required and suggested readings along lines calculated to give the student a thorough background in his particular field will be the medium of this coordination.

Saturday, 9:30-12:20 A.M.

Four semester hours credit.

Rev. Stanislaus T. Gerry, S.J.

(Science Building — Boston College, Chestnut Hill, Mass.)

Text: *To be announced.*

**BIOL. 3—Genetics.**

A lecture course on heredity designed for students without previous biological training. The object of the course is to study and analyze the facts upon which fundamental principles of inheritance are based. These facts will be taken from the sphere of plant and animal breeding. Application to human characters will be made wherever the facts will warrant doing so. Demonstrations, charts, and lantern slides will supplement the data of the lectures.

The continuity of life, the resemblances and variations which appear in the succession of individuals, will form the subject matter of the first lectures. A brief history of Mendel's life and his work will follow. The results produced by breeding in monohybrid and dihybrid crosses will be studied and analyzed, and a discussion on the physical basis of inheritance will be made. Topics for discussion will include: protoplasm, the cell, nucleus, and the chromosomes. A detailed explanation will be given of the process of mitosis in the development of the individual and the cell divisions which immediately precede the formation of sex cells. The laws of segregation and independent assortment will be considered. Dihybrid modifications occurring in the two factor ratios, multiple allelomorphs, sex termination and sex linkage, will be studied in subsequent lectures. The course will close with an examination of the genetic and cytological proofs for linkage and crossing-over.

In this course no laboratory work will be required. Supplementary work on the student will be required in practice problems, discussion of assigned topics, and review questions.

Two semester hours credit.

Text: *The Principles of Heredity*—Snyder.

**BIOL. 4—Hygiene.**

This course is primarily concerned with personal health, but will also include certain aspects of community health and sanitation. The physiology of the various organs and systems of the body will be studied, especially as affected by habits of nutrition, exercise, rest, etc. The nature and causes of some of the more common diseases will be discussed, with emphasis on preventive measures.

Thursday, 6:30-7:20 P.M.

Two semester hours credit.

Mr. Thomas I. Ryan, M.S.

Text: *To Be Announced*.

**SCIENCE COURSES: CHEMISTRY****CHEM. 1—General Chemistry.**

A cultural course in the fundamentals of Chemistry. The course is not open to pre-medical students for it is not intended to be an intensive or exhaustive training for the prospective doctor. Its purpose is to explain the basic chemical concepts, facts, and principles to the student aspiring for a general cultural education. For this reason matters pertaining both to organic and inorganic Chemistry will be contained within the scope of the lectures.

The lectures during the first part of the course will deal with such topics as: the Atomic Theory, Chemical Symbols, Formulae and Equations, the Gas Laws, Valence, Molecular Weights, the Theory of Solutions, Chemical Equilibrium, Solution of Electrolytes and the Ionization Theory, the Electron Theory, the Periodic System, and Electrochemistry. For an intelligent treatment and understanding of

various laws, the more common non-metallic elements will be described. Coincidentally with a study of the Periodic System, the preparation and properties of more important metals and their compounds will be discussed, stress being placed upon their family relationships and their position in the Periodic Table. The importance of chemical arithmetic and dynamic equilibria in the determination of scientific phenomena will be emphasized. A survey will then be made of the field of organic Chemistry under such topics as: hydrocarbons and their derivatives; plant life; plant growth and plant products including cellulose, starch, sugar, fertilizers, fermentation, and fuels; animal life and products; and synthetic organic substances.

The laboratory work will be ultimately connected with the lectures and will serve as an introduction of the student to the technique and necessary precision in scientific analysis and synthesis.

Tuesday, 6:30-8:20 P.M.

(lecture)

Friday, 7:00-9:00 P.M.

(laboratory — Chestnut Hill, Mass.)

Texts: *General Chemistry*—Kendall.

*Laboratory Experiments*—Professor's notes.

Six semester hours credit.

Rev. Anthony J. Carroll, S.J.

## SCIENCE COURSES: PHYSICS

### PHYS. 1—Mechanics, Heat and Sound.

A course of lectures on the physical laws in the sphere of mechanics, heat, and sound. Its purpose is not merely to impart facts, but to train the student to observe facts, to measure them, and by the process of inductive and deductive reasoning to establish fundamental laws and principles. The method of treatment will be historical and physical rather than mathematical. Lecture-table demonstrations and lantern slides will afford to the student an opportunity to observe the facts pertinent to the discussions. Laboratory work to supplement the lectures will be conducted in conjunction with them, and so provide an opportunity for measuring quantities and calculating laws by personal observations.

The first lectures will be given to a discussion of methods of measuring fundamental quantities. Definitions of the various units employed in science will be explained and analyzed. Subsequent lectures will treat such topics as: parallel and non-parallel forces, work, power, machines, and the motion of molar solid bodies. The principles underlying and governing the phenomena operative in the field of solids will then be applied to liquids and gases. The lectures in the second part of the course will treat of molecular motion and heat. The effects of heat, temperature, expansion, and heat engines will be among the topics to be considered. The concluding part of the course will deal with the phenomena and laws of sound. The nature of sound waves will be studied, and the laws of musical sound will be explained. The course will not only provide a basis for more advanced study, but will serve also as an instrument for a fuller appreciation of the physical phenomena operating in the universe, by developing in the student the scientific method of reasoning about the mutual relationships of fundamental mechanical facts in all bodies.

Tuesday, 7:30-9:20 P.M.

(lecture — 1st. sem.)

Friday, 7:00-9:00 P.M.

(laboratory — Chestnut Hill, Mass.)

Text: *An Introductory Course in College Physics*—Black.

Three semester hours credit.

Rev. John A. Tobin, S.J.



## PHYS. 2—Electricity and Light.

A course of lectures dealing with the phenomena peculiar to magnetism, electricity and light. Its specific aim is to train the student by inductive and deductive reasoning to formulate the general laws governing the particular facts acquired from observation. The importance of the power of accumulating observable facts will be stressed but will be subordinated to that of the mental formation and training which may be acquired from the course.

In the first part of the course a study will be made of the motion of electrons, direct currents, and the effects manifested to the senses by heat, light, chemical, and magnetic phenomena. The laws governing the production of this motion will be formulated, and their application will be studied in generators, motors, and inductive coils. The motion of electrons in alternating currents and transformers will be investigated in the second part of the course. Electromagnetic radiations producing the sensation of light, emitters and receivers of electric rays, radio, infra-red, and ultra-violet rays, X-rays, gamma rays and cosmic rays, will form the topics for treatment in the third part of the course. Waves will be studied in reflection, refraction, interference and polarization. Particles will be studied in connection with photoelectric effects. Color and optical instruments will be analyzed, and radio receiving explained.

The course will serve as a foundation for more advanced work, and will afford the student any opportunity to appreciate the benefits and possibilities of the electric world.

Tuesday, 7:30-9:20 P.M.  
(lecture — 2d. sem.)

Three semester hours credit.  
Rev. John A. Tobin, S.J.

Friday, 7:00-9:00 P.M.  
(laboratory — Chestnut Hill, Mass.)

Text: *An Introductory Course in College Physics*—Black.

## SOCIAL SCIENCE COURSES

### SOC. 1—Fundamental Sociology.

An elementary exposition of the multiple relationships prevailing in human society and of the basic principles upon which various social groups are founded. The lectures will attempt to analyze the various factors, biological and environmental, which induce individual human beings to enter into organized groups and associations.

After an explanation of the postulates of Sociology, its definition, and relation to other social sciences, an analysis will be made of the many and complex elements involved in the growth and development of an individual as a social being. The lectures will then turn to a consideration of the various basic groups into which people organize themselves for their mutual benefit. The family, the state, the occupational and educational group, racial and religious groups, the urban and rural community, and international combinations, will provide the topics. The complex patterns of customs and traits which people have built up over long periods of time as developed expressions of their national, racial, or religious life, will be studied from a cultural point of view. Monogamous and polygamous forms of family life, monarchical, democratic, and dictatorial forms of government; and diverse codes of law, will be studied from a social point of view. Sources of national wealth, agriculture,

ural, pastoral, industrial, and commercial, will be studies as factors determining different forms of social life. An examination will be made of the means employed by different societies and groups for training their members in the interests of the community good. The various social controls used in coping with the numerous evils which arise in society will be study. Poverty, unemployment, bodily and mental diseases, delinquency and crime, will be included among the subjects discussed in this part of the course.

The lectures will be essentially factual rather than ethical, the purpose being to determine not what ought to be done but what people have done in the past and doing now in their varied social relations.

Monday, 7:30-9:20 P.M.

Four semester hours credit.

Rev. Thomas A. Fay, S.J.

Text: *Introductory Sociology*—Muntsch, S.J. & Spalding, S.J.

## DC. 2—Current Social Problems.

A study of important social problems in the United States. The lectures will be devoted to an analysis of the various causes and contributing factors which produce conditions hostile to the social welfare of the country. An appreciation of the difficulties to be faced, and of the measures adopted by society for the solution of these problems, will be the aim of the course.

An analytic survey of the nature of social problems and their relation to the larger embracing society will be made in the beginning of the course. The following lectures will deal with problems arising from geographic and economic conditions. Topics for discussion will include: problems of adjustment to external nature, population problems, distribution of wealth and income, poverty and unemployment. The next series of lectures will discuss problems arising from psycho-physical conditions, such as health and physical welfare problems, and those involved in the care and control of various defective classes. Problems pertaining to pathological conditions and pernicious habits of individuals, such as drug-addiction and alcoholism, will then be considered. A careful study of problems connected with race and nativity will follow. Special consideration will be given to the race problem in the United States. Various unhealthy situations produced by immigration and emigration will also be discussed. In the final part of the course the lectures will be devoted to a study of many problems related to general social control, such as crime and juvenile delinquency.

During the lectures which consider the means employed by the community for coping with its social problems, an opportunity will be afforded for a discussion of recent national and state legislative enactments designed to improve unhealthy social conditions.

Thursday, 7:30-9:20 P.M.

Two semester hours credit.

(1st. sem.)

Mr. Harry M. Doyle, Ph.D.

Text: *Current Social Problems*—Gillett & Reinhardt.

### SOC. 3—The Family.

An integrated survey of family phenomena. A scientific appreciation of the problems pertaining to the basic unit of organized society will be the object and aim of this course. The conclusions of cultural anthropology, individual psychology, social psychology, sociology, history, economics, and psychiatry, insofar as they bear upon family life, will provide the source of data for the discussions. The lectures will be concerned primarily and predominantly with the modern family.

A study and analysis of the relation of the family to organized society will serve as an introduction to the course. The subsequent lectures will follow a three-fold division. In the first part factors conducive of family stability and integration will be considered, such as parental and filial ties, religious convictions, and the social milieu. In the next part factors tending to weaken and disintegrate family life will be studied. Topics for consideration will include the following: the industrial and social revolution, urbanization, leisure time, false values, family tensions, modern perversions of family objectives, the divorce evil and broken homes. A detailed study of solutions aiming at family re-integration will be made in the final lectures of the course. Among the topics to be considered will be: proper pre-marital preparation, legal safeguards of marriage, proper education of children, religious influence and economic reform.

During the progress of the course consideration will also be given to family ideal and customs prevailing in ancient times among the Hebrews, the Greeks, and the Romans. Points of resemblance between the ancient and modern problems will be treated. Discussions relative to modern social legislation for the improvement of family life will also be conducted.

Thursday, 7:30-9:20 P.M.

Two semester hours credit.

(2d. sem.)

Mr. Harry M. Doyle, Ph.D.

Texts: *An Introductory Study of the Family*—Schmiedeler.

*Readings on the Family*—Schmiedeler.

### SOC. 4—Anti-Group Conduct.

A study and analysis of the influence underlying offences against society. The specific object of the course is to inquire into the treatment of violators of the law in order to evaluate the various methods employed by society to combat crime. To this end a study will be made of the changing attitude of society towards the criminal through all its stages from the ancient attitude of retaliation, vindication, and revenge, up to the modern attitude expressed in individualized and socialized investigation and disposition. The lectures will be arranged according to the following scheme: the mechanics of crime, and machinery of justice, and the evolution of penology.

An introductory lecture treating of the cost of crime and its significance will be followed by a study of the following subjects: historical classification of criminals; contemporary theories and scientific studies of the delinquent; socialized approach; the gang; economic approach; political factors in the causation of crime; psychiatric approach and factors; suicide; toxic psychoses. In the second part of the course the following topics will be considered: scientific methods in crime detection, police and apprehension, criminal law and procedure, and the juvenile court. In the final part the lectures devoted to a study of the evolution of penology will consider



on topics as: jail, the house of correction, the reformatory and state prison, prison bureaucracy, prison labor, prison riots, the parole, probation, and the prophylactics of crime. To supplement the formal lectures current cases of crime and criminal punishment reported in newspapers, and weekly and monthly publications, will be discussed in class. Each student will be required to contribute his quota to this use of the course.

Since the course is intended to be of a practical as well as a theoretical nature, it will be conducted under the guidance of an experienced official intimately connected with the trend of all developments in the field of criminal justice and penal service. An official identified with the Superior Court of Massachusetts and many years engaged in the probation service of Suffolk County will conduct the present course.

Wednesday, 6:30-7:20 P.M.

Two semester hours credit.

Mr. Henry C. McKenna, LL.B.

Text: *The Problem of Crime*—Ettinger.

### OC. 5—Economics: Present Day Problems.

An elementary course in economics. The course will deal with the general factors of production, forms of business units, laws of price, taxation and labor, money and banking, and the function of government in regulating and coordinating economic activity. These principles will be presented and illustrated in the light of changing American conditions.

The introductory lectures will emphasize the physical environment — the fundamental utility of man. The factors of production: land, labor and capital, will be considered against the background of the stages of economic development from a self-sufficing economy to one of dependency; from an economy of barter to that of money exchange. Definitions of all essential terms will be stressed in this period. An introductory view of the several forms of business units which serve the productive activities of man will next be taken. Emphasis will then be placed on the motivating force of "gain" in man's productive efforts and a discussion of the forces determining "price", the denominator of "gain." Attention will then be directed to the distribution of wealth, enlivening the principles of interest, rent, wages and profits by practical problems existent in our world economy. The study will proceed from this point to an analysis of the corporation as the predominant business structure and its off-spring, cooperation. Here will be served the twofold need of a progressive context and review by application of the principles embodied in price and distribution. The final phase of the course will embrace a study of the money system of exchange and the credit system of exchange which, in harmony, vitalize the structure of man's economy. This study will show the essential mechanisms of exchange as developed in our industrial society.

The course is essentially designed to develop right methods of reasoning on economic questions in order that both the basis for and encouragement towards further study in the field will be met.

Monday & Wednesday: 6:30-7:20 P. M.

Four semester hours credit.

Rev. Francis J. Driscoll, S.J.

Text: *Elementary Economics*—Fairchild, Furniss & Buck.

## SOC. 6—Principles of Government.

This course provides an introductory survey into the principles and practices of government, valuable not only for those who plan further work in government but also for the intelligent citizen. This will be accomplished with the aid of American Constitutional History, American National Government and American Constitutional Law.

The preliminary lectures will expound such basic concepts as society, government, law, constitution, sovereignty. The course will then set forth the background, occasion and cause of our present Constitution, the story and significances of its drafting and adoption. The leading figures whose contributions have shaped the development of American government will be assessed. These would include Hamilton, Jefferson, Marshall, Jackson, Lincoln, Cleveland, Roosevelt, Wilson and our contemporaries. The problems of law and government chosen for selection will be useful in analyzing the place in government of federalism, an independent judiciary, separation and delegation of powers, due process, governmental regulation and the promotion of the general welfare. The American national experience will be used to throw light on foreign and State governmental problems.

Students in this course will be expected to follow current governmental processes that illustrate the principles and practices seen in the lectures.

Tuesday & Friday: 6:30-7:20 P.M.

Four semester hours credit.

Rev. Thomas J. Walsh, S.J.

Texts: *Introduction to American Government*—Ogg & Ray.

*Leading Constitutional Cases*—Cushman.

AFTERNOON CLASSES

4:15-6:00	History of the Middle Ages	Rev. John F. X. Murphy, S.J.
4:15-6:00	General Ethics	Rev. Joseph R. Walsh, S.J.
4:15-6:00	History of Latin Lit. (1st. sem.)	Rev. Vincent deP. O'Brien, S.J.
4:15-6:00	Fundamental Art (2d. sem.)	(To Be Announced)
4:15-6:00	History of Philosophy II	Rev. Ferdinand W. Haberstroh, S.J.
4:15-6:00	Educational Orientation (1st. sem.)	Rev. David R. Dunigan, S.J.
4:15-6:00	Natural Theology (2d. sem.)	Rev. James J. Mohan, S.J.

EVENING CLASSES

6:30-7:20	The Sacraments	Rev. Daniel F. X. O'Connor, S.J.
6:30-7:20	History of English Literature	Rev. Thomas P. Donovan, S.J.
6:30-7:20	Economics	Rev. Francis J. Driscoll, S.J.
6:30-7:20	English Composition	Mr. John F. Norton, M.A.
6:30-7:20	The Redemption	Rev. Stephen A. Koen, S.J.
7:30-9:20	Introduction to Law	Rev. Edward B. Hanify, LL.B.
7:30-9:20	Fundamental Sociology	Rev. Thomas A. Fay, S.J.
7:30-9:20	Ontology (1st. sem.)	Rev. Francis J. Coyne, S.J.
7:30-9:20	Cosmology (2d. sem.)	Rev. Francis J. Coyne, S.J.
7:30-9:20	Character Education (1st. sem.)	Rev. Francis J. McDonald, S.J.
7:30-9:20	Dialectics (2d. sem.)	Rev. Daniel F. X. O'Connor, S.J.
7:30-9:20	Elementary Accounting	Rev. Francis D. Shea, M.A.

Room 2	Room 3	Room 4	Room 5	5th Floor
History of the Middle Ages	General Ethics	History of Latin Literature Fundamental Art	History of Philosophy II	Educational Orientation Natural Theology
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The Sacraments	History of English Literature I	Economics	English Composition	The Redemption
Introduction to Law	Fundamental Sociology	Ontology Cosmology	Character Education Dialectics	Elementary Accounting
Introduction to Law	Fundamental Sociology	Ontology Cosmology	Character Education Dialectics	Elementary Accounting



# TUESDAY CLASSES AND PROFESSORS

## AFTERNOON CLASSES

4:15-6:00	History of Education I	Rev. Joseph P. Fox, S.J.
4:15-6:00	Intermediate Greek	Thomas J. Quinn, S.J.
4:15-6:00	Physiology	Mr. Francis L. Maynard, M.A.
4:15-6:00	Trigonometry (1st. sem.)	Rev. F. Bernard Dutram, S.J.
4:15-6:00	Calculus (2d. sem.)	Rev. F. Bernard Dutram, S.J.
4:15-6:00	Horace: Odes (1st. sem.)	Rev. Francis J. Cotter, S.J.
4:15-6:00	Vergil: Aeneid (2d. sem.)	Rev. Vincent deP. O'Brien, S.J.

## EVENING CLASSES

6:30-7:20	Principles of Government	Rev. Thomas J. Walsh, S.J.
6:30-7:20	History of Spain	Mr. Everett J. Conway, M.A.
6:30-7:20	Analytic Geometry	(To Be Announced)
6:30-8:20	Chemistry Lectures (Lab. Friday)	Rev. Anthony G. Carroll, S.J.
6:30-8:20	Horace & Juvenal: Satires (1st. sem.)	Rev. Vincent deP. O'Brien, S.J.
6:30-8:20	Tacitus: Agricola & Annales (2d. sem.)	(To Be Announced)
7:30-9:20	United States History I	Mr. Harry M. Doyle, Ph.D.
7:30-9:20	Physics Lectures (Lab. Friday)	Rev. John A. Tobin, S.J.
7:30-9:20	General Ethics	Rev. Joseph R. Walsh, S.J.
8:30-9:20	Public Speaking	Rev. Edward T. Douglas, S.J.

Room 2	Room 3	Room 4	Room 5	5th Floor
History of Education I	Intermediate Greek	Physiology	Trigonometry Calculus	Horace: Odes Vergil: Aeneid
History of Education I	Intermediate Greek	Physiology	Trigonometry Calculus	Horace: Odes Vergil: Aeneid
Analytic Geometry	Chemistry Lectures (Lab. Fri.)	History of Spain	Principles of Government	Horace & Juvenal: Satires Tacitus: Agricola & Annales
United States History I	Chemistry Lectures (Lab. Fri.)	Physics Lectures (Lab. Friday)	General Ethics	Horace & Juvenal: Satires Tacitus: Agricola & Annales
United States History I	Public Speaking	Physics Lectures (Lab. Friday)	General	General

4:15-6:00	United States History I	(To Be Announced)
4:15-6:00	Art of Poetry	Rev. William J. Leonard, S.J.
4:15-6:00	Advanced Spanish	(To Be Announced)
4:15-6:00	Shakespearean Tragedies	Rev. Thomas B. Feeney, S.J.
4:15-6:00	Elementary Administration (1st. sem.)	Mr. Valenstine P. Dunn, M.A.
4:15-6:00	Tacitus: Agricola & Annales (2d. sem.)	Rev. John J. Long, S.J.

## EVENING CLASSES

6:30-7:20	Anti-Group Conduct	Mr. Henry C. McKenna, LL.B.
6:30-7:20	Rational Psychology	Rev. Stephen A. Koen, S.J.
6:30-7:20	Economics	Rev. Francis J. Driscoll, S.J.
6:30-7:20	English Composition	Mr. John F. Norton, M.A.
6:30-7:20	Church of Christ	Rev. Lemuel P. Vaughan, S.J.
7:30-9:20	Renaissance & Reformation	Rev. Martin P. Harney, S.J.
7:30-9:20	Mental Hygiene for Nurses (1st. sem.)	Miss Mary E. Spencer, Ph.D.
7:30-9:20	Character Education (2d. sem.)	(To Be Announced)
7:30-9:20	Legal Aspects of Business	Mr. William J. Bond, LL.B.
7:30-9:20	Principles of Education (1st. sem.)	Rev. Joseph P. Fox, S.J.
7:30-9:20	Dialectics (2d. sem.)	Rev. Daniel F. X. O'Connor, S.J.
7:30-9:20	Advanced Accounting	Mr. Francis D. Shea, M.A.

Room 2	Room 3	Room 4	Room 5	5th Floor
United States History I	Art of Poetry	Advanced Spanish	Shakespearean Tragedies	Elementary Administration Tacitus: Agricola & Annales
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Anti-Group Conduct	Rational Psychology	Economics	English Composition	Church of Christ
Renaissance & Reformation	Mental Hygiene for Nurses Character Education	Legal Aspects of Business	Principles of Education Dialectics	Advanced Accounting
Renaissance & Reformation	Mental Hygiene for Nurses Character Education	Legal Aspects of Business	Principles of Education Dialectics	Advanced Accounting

THURSDAY CLASSES AND PROFESSORS

AFTERNOON CLASSES

4:15-6:00	History of England	Mr. Francis J. Roland, LL.B., Ph.D.
4:15-6:00	History of Mexico (1st. sem.)	Miss Elizabeth W. Loughran, M.A.
4:15-6:00	Advanced German	Mr. Erich N. Labouvie, Ph.D.
4:15-6:00	History of Education in U. S.	Rev. Joseph P. Fox, S.J.
4:15-6:00	Methods of Teaching Science (1st. sem.)	Mr. Louis R. Welch, M.A.

EVENING CLASSES

6:30-7:20	Gaelic Literature	Rev. John E. Murphy, S.J.
6:30-7:20	Hygiene	Mr. Thomas I. Ryan, M.S.
6:30-7:20	Latin Composition	Rev. Oswald A. Reinhalter, S.J.
6:30-8:20	Advanced Italian	Mr. Gino deSolenni, Ph.D.
7:30-9:20	Current Social Problems, (1st. sem.)	Mr. Harry M. Doyle, Ph.D.
7:30-9:20	The Family (2d. sem.)	Mr. Harry M. Doyle, Ph.D.
7:30-9:20	Epistemology	Rev. Francis Flaherty, S.J.
7:30-9:20	Early Christian Civilization	Rev. Thomas F. Lyons, S.J.
7:30-9:20	Art of Rhetoric	Rev. Thomas P. Donovan, S.J.
8:30-9:20	General Psychology	Rev. John A. McCarthy, S.J.

Room 2	Room 3	Room 4	Room 5	5th Floor
History of England	History of Mexico	Advanced German	History of Education in United States	Method of Teaching Science
History of England	History of Mexico	Advanced German	History of Education in United States	Method of Teaching Science
Epistemology	Advanced Italian	Gaelic Literature	Hygiene	Latin Composition
Epistemology	Advanced Italian	Current Social Problems The Family	Early Christian Civilization	Art of Rhetoric
Epistemology	General	Current Social Problems The Family	Early Christian Civilization	Rhetoric



AFTERNOON CLASSES

4:15-6:00	United States History II	Mr. William F. Barry, Ph.D.
4:15-6:00	Art of Rhetoric	Brendan C. Connolly, S.J.
4:15-6:00	History of English Literature II (1st. sem.)	Rev. Thomas P. Donovan, S.J.
4:15-6:00	Advanced French	Rev. Leon E. Fitzgerald, S.J.
4:15-6:00	Epistemology	Rev. Daniel F. X. O'Connor, S.J.

EVENING CLASSES

6:30-7:20	Principles of Government	Rev. Thomas J. Walsh, S.J.
6:30-7:20	Educational Orientation	Rev. Joseph P. Fox, S.J.
6:30-7:20	Divinity of Christ	Rev. Lemuel P. Vaughan, S.J.
6:30-8:20	Art of Poetry	Mr. John F. Norton, M.A.
7:30-9:20	Dialectics	Rev. John J. Murphy, S.J.
7:30-9:20	Intermediate French	Mr. Gino deSolenni, Ph.D.
7:30-9:20	Special Ethics	Rev. Joseph R. Walsh, S.J.
7:30-9:20	Natural Theology (1st. sem.)	Rev. Stephen A. Koen, S.J.
7:30-9:20	Ontology (2d. sem.)	Rev. Francis E. Low, S.J.

Room 2	Room 3	Room 4	Room 5	5th Floor
United States History II	Art of Rhetoric	History of English Literature II	Advanced French	Epistemology
United States History II	Art of Rhetoric	History of English Literature II	Advanced French	Epistemology
Dialectics	Art of Poetry	Educational Orientation	Principles of Government	Divinity of Christ
Dialectics	Art of Poetry	Intermediate French	Special Ethics	Natural Theology
		Intermediate French	Special Ethics	Ontology
				Natural Theology
				Ontology

# SATURDAY CLASSES AND PROFESSORS

9:30-10:20	Latin Composition	Rev. William J. Leonard, S.J.
9:30-10:20	Cicero: Pro Archia & Pro Marcello	Rev. Oswald A. Reinhalter, S.J.
9:30-11:20	Prin. of Mental Hygiene (1st sem.)	Miss Mary E. Spencer, Ph.D.
9:30-11:20	Ment. Hygiene: Childhood & Adol. (2d sem.)	Miss Mary E. Spencer, Ph.D.
9:30-11:20	Special Ethics	Rev. Joseph R. Walsh, S.J.
9:30-11:20	History of Education II	Rev. Joseph P. Fox, S.J.
9:30-11:20	Language & Reading in Grades (1st sem.)	Miss Mary A. Haverty, M.A.
10:30-12:20	Intermediate German	Mr. Erich N. Labouvie, Ph.D.
10:30-12:20	Cosmology (1st sem.)	Rev. Francis Flaherty, S.J.
10:30-12:20	Ontology (2d sem.)	Rev. Francis Flaherty, S.J.
11:30-12:20	General Psychology	Rev. John A. McCarthy, S.J.
11:30-12:20	Advanced Psychology	Rev. Frederick W. Boehm, S.J.
11:30-12:20	Divinity of Christ	(To Be Announced)

## Note

9:30-12:20 General Biology\* .....Rev. Stanislaus T. Gerry, S.J.

\* This course consisting of one lecture period and two laboratory periods will be given each Saturday morning in the Science Building at Boston College, Chestnut Hill, Mass.

Room 2	Room 3	Room 4	Room 5	Room 6	5th Floor
Prin. of Ment. Hygiene .....	Latin Composition	Special Ethics	Cicero: Pro Archia & Pro Marcello	History of Education II	Language & Reading in Grades .....
Prin. of Ment. Hygiene .....	Intermediate German	Special Ethics	Cosmology ..... Ontology	History of Education II	Language & Reading in Grades .....
Ment. Hygiene Childhood & Adolescence					
General Psychology	Intermediate German	Advanced Psychology	Cosmology ..... Ontology	Divinity of Christ	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 : 3 0 English Composition (Rm. 5)	United States Hist. I (Rm. 2)	(Rm. 5)		(5th floor)
7 : 3 0 Elem. Accounting (5th. floor)	United States Hist. I (Rm. 2)			Dialectics (Rm. 2)
8 : 3 3 0 Elem. Accounting (5th. floor)	Public Speaking (Rm. 3)			Dialectics (Rm. 2)

### Pre-Legal Schedule: Second Year

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 : 3 0 Economics (Rm. 4)	Prin. of Government (Rm. 5)	Economics (Rm. 4)		Prin. of Government (Rm. 4)
7 : 3 3 0 Fund. Sociology (Rm. 3)	General Ethics (Rm. 5)	Advanced Accounting (5th. floor)		
8 : 3 3 0 Fund. Sociology (Rm. 3)	General Ethics (Rm. 5)	Advanced Accounting 4. (5th. floor)		

### Pre-Legal Schedule: Third Year

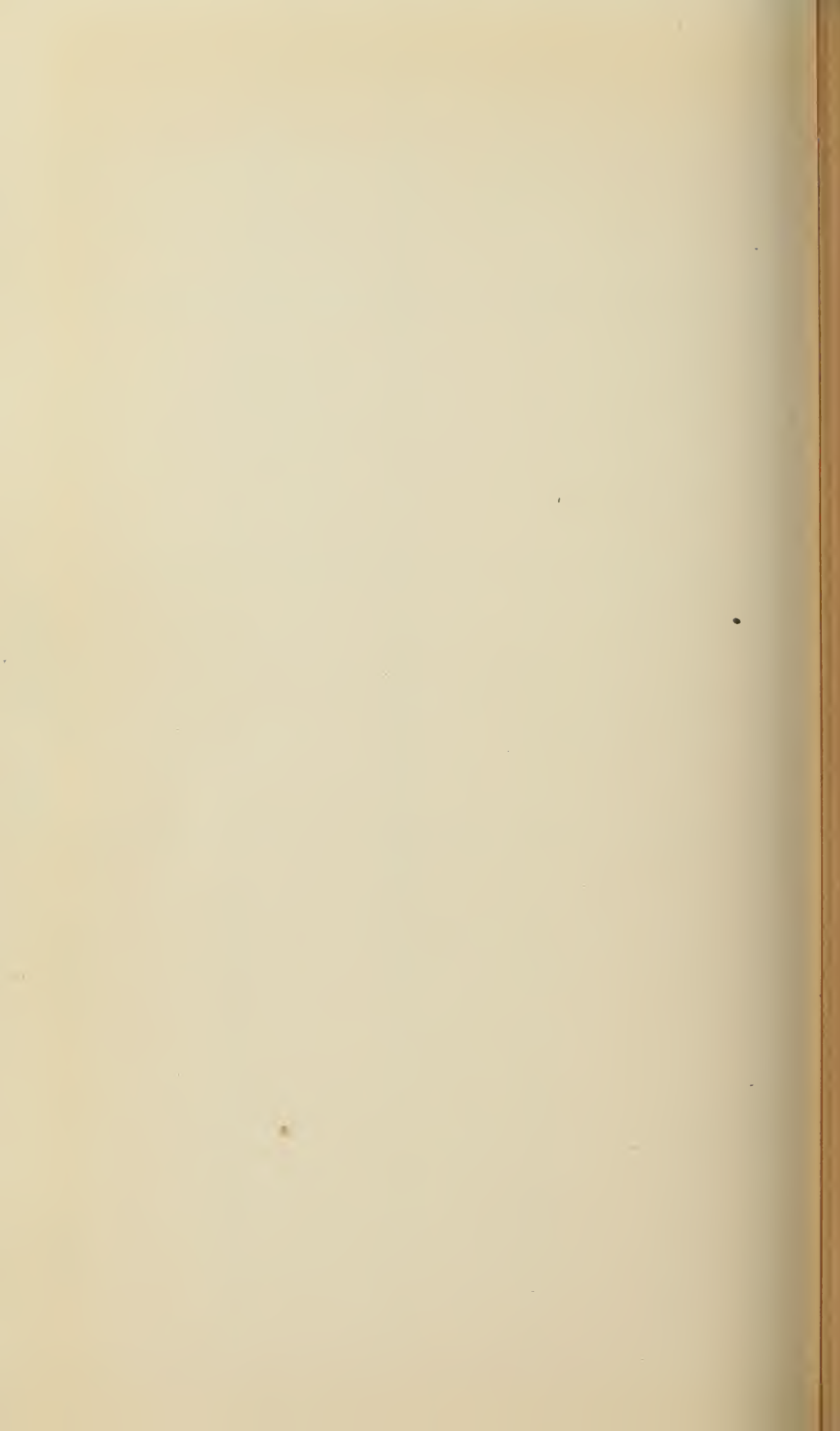
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 : 3 3 0 The Sacraments (Rm. 2)		Rational Psychology (Rm. 3)		
7 : 3 3 0 Introduction to Law (Rm. 2)		Legal Aspects of Business (Rm. 4)	Current Social Problems (Rm. 4) ..... The Family (Rm. 4)	Special Ethics (Rm. 5)
8 : 3 3 0 Introduction to Law (Rm. 2)		Legal Aspects of Business (Rm. 4)	Current Social Problems (Rm. 4) ..... The Family (Rm. 4)	Special Ethics (Rm. 5)



# TRIAL PROGRAM

[illegible]









# Boston College

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